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No. 1311

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## NAVAL TRAINING ACTIVITIES

### Political and Ideological Indoctrination

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 pp 10-11

[Article by Rear Adm N. V. Usenko, first deputy chief of the Navy's political directorate and Hero of the Soviet Union: "Be Ideological Warriors"]

[Text] During this year the Soviet people and their armed defenders are celebrating their traditional holiday-- Navy Day while the country is greeting the 60th anniversary of our own socialist state. In greeting this glorious jubilee the Soviet people, led by the Leninist party, are consistently implementing the decisions of the 25th CPSU Congress and are achieving ever newer successes in the construction of communism. They believe in their native party with their whole heart and soul. They consider its cause to be their own cause. It cannot be otherwise: There are no higher interests for the party than the interests of the people. The decisions of the May Plenum of the CC CPSU are a new, convincing and clear testimonial to this.

Discussion and study of the Plenum's materials are continuing among military sailors with lively interest. At the center of universal attention is comrade L. I. Brezhnev's report, "On the draft constitution for the Union of Soviet Socialist Republics" and the draft of the new USSR constitution, itself, which has been proposed for general discussion. In studying them, the defenders of our sea frontiers are once again meditating about how the historic truth of Great October became a mighty physical force and about what a glorious path our motherland has travelled during the last 60 years.

Deep thoughts are evoked among military seamen by Leonid Il'ich Brezhnev's words that "each Soviet individual clearly recognizes that the main guarantee of his rights is, in the final analysis, the motherland's might and prosperity. For this purpose every citizen must sense his responsibility to society and must conscientiously carry out his duty to the state and to the people." Therefore, the draft USSR constitution especially emphasizes the duty of a citizen to work honestly and conscientiously and to defend the motherland. Of course, all this directly relates to all fighting men, including the guardians of the motherland's ocean gates. As the country's patriots, they are doing everything that depends on them to make their combat training correspond to the high requirements of the party and the people.

On these holidays, the results of the jubilee year's scheduled stage in socialist competition are being summed up in the fleets and flotillas. These results make one happy and are inspiring. The enormous work of commanders, political organs and party and Komsomol organizations in mobilizing ship and unit personnel to achieve new successes in military work is observed in them. The ranks of excellent sailors and rated specialists --the most valuable possession of our armed forces-- are steadily growing. New and excellent surface ships and submarines are moving out on the sea's vastness. Naval aviators are storming the heights of the fifth ocean. Coastal missilemen and naval infantry are successfully taking new frontiers. Initiators--ships and units-- are moving in the vanguard of the competitors. They were the first to respond to the call of the Carpathian fighting men to be included in the competition to greet the 60th anniversary of October in a fitting manner.

In analyzing the results of socialist competition, we note the ever greater contribution being made by naval warrant officers--the reliable helpers of officers--to the achievement of common successes. And this is understandable. The new institute of command cadres has gathered strength and is confidently maintaining a course towards the heights of military perfection. Today's naval warrant officers are, as a rule, highly qualified experts who skilfully train and indoctrinate their subordinates. The requirement of the army-wide conference of warrant officers to be infinitely devoted to the cause of the Communist Party, to the motherland and to the people; to be highly conscious of their civil responsibility; to be implacable to our class enemies; to be always ready for heroic exploits in the name of defending socialism's accomplishments, has become the norm of their daily life and activity.

Skilfully guided by commanders, political workers and party and Komsomol organizations, naval warrant officers are continually concerned about their spiritual growth and about raising their political training and moral maturity. This provides them a broad opportunity for actively participating in the public life of subunits and in the party and political work being conducted on ships and in units.

Black Sea sailors, WO [Michman] Anatoliy Ivanovich Suchkov, a delegate to the 24th CPSU Congress and WO Ivan Fedorovich Chernyy, a delegate to the 25th CPSU Congress, do not enjoy a good reputation only in their own fleet. The strength of their effect on personnel is not only in the fact that both of them are highly qualified experts and, consequently, set a personal example in ways to master modern combat equipment. Communists A. Suchkov and I. Chernyy are energetic ideological warriors. For many years they have been selected as secretaries of party organizations. They are always among the masses of sailors. They can reach the heart and mind of every fighting man with a heartfelt party word. Their closeness to personnel, great service experience, high political and professional training and good knowledge of the strong and weak points of trainees permit them to conduct ideological and indoctrinational work at a high level. The effectiveness of such work is evident--the subunits, in which WO's A. Suchkov and I. Chernyy serve, are excellent ones.

The activity of many other naval warrant officers, who well understand the simple but important truth that it is not enough for a commander to only be a specialist in the narrow meaning of that word, is noted for the same energy and purposefulness. In order to justify the high trust of the people and party, he is also required to be a full-fledged ideological indoctrinator. Under modern conditions when the general educational and cultural level of personnel has grown considerably, this acquires special urgency. On the one hand, it has become easier to work with people but, on the other hand, it is more difficult. It is easier because they master more quickly and understand better what they are taught. It is more difficult because the range of their thinking has become broader and their wants more varied. In order to organize the training and indoctrination of his subordinates correctly, it is important that a warrant officer possess not only good special training but also a definite knowledge of pedagogics and psychology. He must be completely proficient with such a strong weapon as words.

Sailors pay attention not only to what indoctrinators say to them but also to how they say it. To whom do they listen with respect? The lecturer whose fiery speech inspires the listeners, arouses their thinking, and gives birth to the desire to act and show initiative. The agitator who does not begin to paint a rosy picture but shows naval activity as it is, who stirs up subordinates, who interests them, who calls for an exchange of opinions.

At first glance it seems that there is nothing complicated in, let us say, conducting a conversation with the men in a group or team. You know with what concerns sailors live, what disturbs them--and you talk about these. But actually everything is more complicated. From experience I know that it is not simple to learn to speak in an easily understood and absorbing manner with the men. To transmit one's thoughts and to do this so that your words make an impression and are clear and understandable and so that no one remains indifferent--this does not come easy to everyone and does not come at once. The art of indoctrination is determined by the warrant officer's ability to persuade subordinates. To persuade and not to speak prettily. Therefore, it is very important that a warrant officer communist approach people using the call of the party's conscience and with an understanding of his responsibility for the ideological content and emotional make-up of his presentation and speak so that people are convinced of what he himself is convinced, so that not only his knowledge but also his feelings are transmitted to his subordinates, and so that their hearts are inflamed.

Naval warrant officers have every basis and opportunity to become such ideological warriors and skilful indoctrinators. Appropriate provisions and orders allow them to study at higher educational institutions based on the kind of work they are doing. It is already possible to meet warrant officers with blue engineer diamonds on their double-breasted jackets.

The doors of all Marxist-Leninist universities and large unit party schools have been opened to all warrant officers. Here, when speaking at seminars, they can perfect their propaganda skill. Finally, the primary form of their ideological training is the political training system on ships and in units.

This has withstood and endured the test of time. As a rule, the better theoretically trained officers--immediate chiefs-- are designated to conduct political training classes with warrant officers.

Maj M. Urbanskiy, a subunit commander, has conducted classes with warrant officers (praporshchiki) for more than ten years. Mar'yan Konstantinovich thoroughly prepares for each appearance before the students. He studies not only primary sources but also the state of affairs in those groups and teams where the warrant officers serve. This always evokes interest in his lectures among the students. It awakens in them a desire to express their opinions during a seminar and to share their experience. Therefore, the seminars, which are conducted in Maj M. Urbanskiy's group, often become a distinctive school of progressive experience in training and indoctrinating sailors. And this is correct. Life itself and practice teach that it is impossible to be a good commander indoctrinator without knowing and taking into consideration the peculiarities of subordinates. A propagandist continually inspires this thought in his students and achieves noticeable success. Every warrant officer in this group is a specialist first or second class and three of them have become experts in a military qualification. All of them are energetic, public spirited persons and highly disciplined and cultural people.

Capt 3d Rank A. Grechko, leader of a group of warrant officers knows how to interest his listeners and call them to creative discussion. For example, the 25th CPSU Congress materials have been profoundly and thoroughly studied here. After these classes, all the students in the group appeared before the sailors and helped them during independent study time to prepare conspects of the congress materials and to prepare for discussions during political classes.

Capt 3d Rank V. Lyashchenko and Capt 3d Rank V. Prokopenko and other officers also have quite a bit of experience in organizing and conducting political training with the warrant officers. They achieve not only good progress in the students during classes but also the students' ability to prepare themselves on their own and to present to subordinates discussions on political subjects. In the final result all this has a favorable effect on their subordinates' achieving success during training and on the further strengthening of military discipline and combat readiness on ships and in units.

As is evident from these examples, the success of any political training class for warrant officers directly depends on propagandists and group leaders and on their instructional methods skill and organizational ability. There are no minor details in this affair. Everything is important: How the group leader surrounded his students with attention, how he studies their inclinations, how he assists in the selection of literature for reading and self-study. In brief, is he their true advisor and spiritual mentor? Of course, all this requires from an officer a certain expenditure of both time and effort; however, such expenditures are repaid a hundredfold.

The ideological training of naval warrant officers is a subject of constant concern for political organs. In each unit, experience is being accumulated on this. Various methods of working with warrant officers and with their ideological mentors -- the political training group leaders-- are being tested. Of course, the problem is not in the abundance of methods but in how they are used.

Life, however, shows that where a political organ constantly improves the warrant officers' ideological training measures and methods along with other important questions, overall successes are high in socialist competition and in performing complicated tasks on a cruise.

I will cite another example. The submariners' unit, where Capt 2d Rank A. Oleynikov serves, is one of the progressive ones in the Red Banner Northern Fleet. Undoubtedly, the high business-like and political qualities of warrant officers are among the items causing the submariners' success. And this is understandable. Different measures are regularly conducted with them: musters on certain questions touching upon methods for training and indoctrinating sailors and petty officers. Specialist days--sonarman's day, radarman's day, etc.--have well proven themselves. Warrant officer councils have been created and are fruitfully operating on all ships. They perform significant indoctrinational work with this category of commanders.

Special seminars on such model topics as "The Warrant Officer--Organizer of the Training and Indoctrination of Subordinates" and "Practices in Individually Working With Seamen and Petty Officers", have been held with great benefit in the unit. It goes without saying that it is difficult to overrate such measures. Far from every young warrant officer has sufficient skill in working individually with subordinates. This usually takes three-quarters of his service time. A political organ acts correctly which takes this into consideration and goes to meet the young warrant officer.

There is quite a bit that is positive also in the experience of the unit where Capt 2d Rank L. Logvinenko serves. In addition to those measures which are practiced by the northern submariners, meetings of warrant officers on specific questions in their ideological and indoctrinational work, discipline practices, personal example, and others are held monthly on each ship and once or twice a month at the unit level.

Thus, if everything positive is gathered together which is scattered in golden grains about the various units and ships, it is possible, like the hero of K. Paustovskiy's well known story, to fashion a golden rose from experiences in indoctrinating warrant officers.

During these historic days, wide-spread explanatory work is being performed in our great country on comrade L. I. Brezhnev's report to the May (1977) CC CPSU plenum and the general discussion of the draft of the new USSR constitution. Navy warrant officers--energetic ideological warriors-- are



taking part in this great and important work. Along with commanders and political workers they are doing everything to rally fighting men even more strongly around the CPSU and its Central Committee and to mobilize them to increase their vigilance and the combat readiness of large units, units and ships, to strengthen discipline and the order prescribed by regulations, to carry out successfully the tasks assigned by the 25th CPSU Congress to the armed forces, and to greet the 60th Anniversary of October in a fitting manner.

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#### Damage Control Training Described

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 p 12

[Article by WO Alekseyenko: "Reliability"]

[Text] It was a stormy night. The ship stubbornly travelled its assigned course. Tired from the exhausting tossing, the sailors, who were free from watches, were resting in the crews quarters and cabins. However, the warble of short bells rang out. In several seconds seamen, deftly balancing on the deck which was running away from under their feet, rushed to their combat posts, to the locations of the emergency alarm ....

"Smoke in the capstan compartment. Commander of the first element, organize reconnaissance and report the situation. Commander of the second element, prepare fire-fighting equipment for immediate operation! ...

WO [michman] Yu. Unzhakov, commander of the forward damage control party and one of the first to arrive when the alarm sounded, as always quickly oriented himself in this situation. Having reported to the GKP [main control position] the readiness of the damage control party and having received the first input, he accurately issued the necessary instructions. The men immediately began working. Warrant Officer Unzhakov, the commander, constantly requires that everything be done thoroughly and reliably and is persistent in teaching this to the fighting men of the damage control party. It would seem that it is a simple matter to roll out the hoses, connect them and bring them to the "center of the fire". However, the deck of a ship is not a parade-field. The various structures located on it complicate the laying of the hoses. They require great attention so that there are no twists or bends. Otherwise there will be unavoidable damage when the water flows under pressure.

Once during a training session, Seaman Smirnov did not notice how the coupling link rolled down to the ventilation housing when the ship heeled over sharply. Just at that moment they turned the water on. It was well that Seaman Zolotarev did it smoothly. They managed to correct the situation in time and ensure the flow of water at the necessary pressure ....

This time Smirnov acts collectedly and efficiently. Having convinced himself that the fire-fighting equipment in his sector had been reliably prepared, he informed Petty Officer 2d Class Kipirev of this using a conventional signal and the latter reported to the warrant officer. Unzhakov is waiting for the results of the reconnaissance. Senior Seaman Il'kiv appears. He reports that the wiring is "burning" and the compartment is completely without power. It is now possible to use the fire extinguishers and fire hoses.

The "center of fire" is quickly eliminated. A new input arrives---to place a support in the hatch of the flooded compartment. The seamen quickly take the damage control equipment from its assigned places and carry it to the hatch. Warrant Officer Unshakov complicates the situation:

"Tikhonyuk and Dolgov have been put out of action. Il'kiv will direct the placement of the support. Action!"

However, this additional complication does not take the seamen by surprise. Senior Seaman Il'kov confidently assumes command and skilfully directs the actions of the fighting men in the damage control party. Support beams are set up and held in the necessary position. It is not easy to do this while tossing about. It is particularly difficult for Seaman Gurov. It is necessary to keep the beam in the correct vertical position. The slightest distortion will cause the support to be insecure and unreliable. This cannot be allowed. However, Gurov understands his task well. He has been sufficiently trained so that he can cope with it successfully under storm conditions.

The ability to act without a mistake under complicated conditions does not come by itself. The fact that the fighting men in the damage control party now confidently cope with inputs which are very complicated and that they act skilfully in any situation, including a storm at sea, is greatly due to the services of WO Yu. Unzhakov, its commander, an experienced seaman and chief boatswain's mate on the ship. At one time I, like other seamen who have now become warrant officers, had to train under his command. It is necessary to say that all of us are grateful to him for the good school of naval training. Warrant Officer Unzhakov skilfully creates an atmosphere of enthusiasm for the job during classes and training sessions. He arranges situations in which it is necessary to use one's full effort.

How does Unzhakov do this. Here is one example. During a training session on placing a support under normal conditions Chief Petty Officer Tikhanyuk's element achieved high speed and reliability in the job. Each one practiced his actions at a definite place until it was automatic. However, the warrant officer needed to shift people to other positions. Twice as much time was spent on performing the same input. Everyone in the crew understood that he needed to train even more in order to operate confidently and reliably in a more complicated situation. The warrant officer demanded that each one in Tikhanyuk's element practice the actions of all members in

carrying out this or that input. This had an evident and positive effect. As we have seen, Tikhanyuk's element, even deprived of two fighting men by an input, was able to cope with the assigned task quickly and reliably within the standard time during a night training session on a stormy sea.

When the all-clear signal was given for the damage control drill and everything on the ship was put back in order, dawn broke over the storming sea. Having lined up the crew of the forward damage control party, Warrant Officer Unzhakov critiqued the personnel's actions. The experienced seaman considered it necessary to concentrate attention on inaccuracies in the fighting men's actions. He hinted at what must be done in the future to raise even higher the level of skill and reliability in the work of the fighting men in the damage control party. The commander of the party pointed out that, in carrying out socialist responsibilities in honor of the 60th anniversary of Great October, everyone in the crew had taken an appreciable step forward in his skill. He thanked them from his heart for their skilful and selfless actions during the exercise. In response, a unanimous, "We serve the Soviet Union!" rang out over the sea.

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#### Guided Missile Boat Development

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[Article by Engr Capt 2d Rank A. Pribora: "A Missile Boat"]

[Text] ... The alarm summoned the seamen to their combat posts. Powerful motors roared and the missile boats one after another left the peaceful azure bay, hurrying to quadrant N where reconnaissance had plotted a detachment of "enemy" ships. The order said: "Find this detachment which is trying to strike the fleet's ships and destroy it with missiles."

Having pulled the "canadian" a little tighter, Sr Lt Yuriy Kostyrko on the bridge of one of the boats stiffened in expectation of the attack. The battle was a training one; however, nervousness did not leave the young commander. He was guiding his swift missile carrier along almost the same course which his father, Petr Kostyrko--one of the galaxy of Black Sea boatmen--paved during the war years. It is not difficult to understand the son's feelings. He had requested an assignment after finishing school to the subunit in which his father--now a captain 2d Rank in the reserves and the captain of a fishing trawler--had fought throughout the war.

Once the senior Kostyrko visited the boat, which his son commands, with a group of veterans.

The father said: "We could only dream about such boats during the war years."

Yes, a missile boat is the child of the military technical revolution in the fleet. However, even during the war years design thinking struggled with searches for ways to increase the combat capabilities of torpedo boats. An element of these ships arrived in the Black Sea in the middle of the war. The RS-32 24-tube rocket mount--the famous "Katyushas" were mounted on them instead of the usual torpedo equipment. One of the companions-in-arms of the senior Kostyrko-- Ivan Petrovich Shengur-- was a pioneer in their mastery and combat employment. He greeted Victory Day as a Hero of the Soviet Union on the boats with "Katyushas".

The appearance of rocket weapons opened up new prospects for ships and cutters. However, as naval military historians point out, ship-board rocket mounts were still in the category of experimental models at the end of the war. Therefore, their combat employment had an experimental nature. Meanwhile, it became clear that in the near future missile weapons would make fundamental changes in the ways and methods of conducting naval combat.

The years passed. And now, as Fleet Admiral of the Soviet Union S. G. Gorshkov, commander-in-chief of the navy points out in his book "Morskaya moshch' gosudarstva" [The Naval Power of the State], "swift missile ships and boats are in the complement of our navy's surface forces. These ships, without a question, are the pride of our ship-building industry. They have become the forefathers of a new direction in the world's surface ship construction. They have had a considerable influence on the western countries' ship-building programs".

Boats armed with missiles were developed almost at the same time as the construction of missile carrying ships. Ships of this class are intended for operations not only in enclosed naval theaters but also in the coastal regions of the oceans.

In developing designs for missile boats, ship-building engineers had to solve a number of complicated technical problems. They had to create a small ship which would surpass a torpedo boat in its tactical and technical characteristics and preserve such qualities as swiftness and maneuverability. However, because of the hull's small dimensions it was not easy to install everything that the ship needed. A missile boat, which departs for a long trip at sea, must have a large reserve of fuel, space for the crew to rest, cabins for officers and warrant officers (michman) a heating system, and much more. But unnecessary weight means a certain loss in speed.

After long research the ship-building engineers found the optimum plan for constructing a missile boat. Its hull is made of all-welded sheet steel. There are compartments in it: the forepeak where the storerooms for various items of equipment and rations are concentrated; the crew's accommodations with bunks for the men's rest; a compartment with cabins for officers and warrant officers; a deck house for radio and radar equipment as well as for servicing missiles; compartments for major assemblies; and compartments for ammunition for the air defense weapon, fuel and other items.

The speed of a modern missile boat is approximately the same as a torpedo boat. Powerful modern engines provide it with this. This is a very important tactical element. Speed and maneuverability are a reliable protection for the boats. Possessing these characteristics, they can occupy a favorable position secretly and in a very short period of time and inflict a crushing blow on the enemy.

The missile is a missile boat's main weapon. This not only advantageously distinguishes it from a torpedo boat but also considerably improves its combat capabilities. It makes a small boat a powerful and dangerous weapon in the battle against the enemy. A modern missile boat normally carries two or more missiles. They are stored in containers mounted on both sides of the deck. The missiles are equally effective in combatting surface ships and transports and against enemy coastal targets and structures.

The control panel for the missile weapon is in the deckhouse. It is the command post of the missile-artillery department commander.

The experience of the Great Patriotic War showed that aviation is the most dangerous enemy. The air threat to this class of ships has increased even more under modern conditions. Therefore, missile boats are armed with one or two automatic artillery mounts capable of repulsing air attacks.

It is necessary to detect a target in time in order to hit it. Modern radar sets perform this task on missile boats. Missile boats, because of their small size, normally detect large ships at rather large ranges earlier than they themselves are detected. This is also a very important tactical advantage when faced with such powerful ships as mine-laying destroyers and cruisers. Here is why a missile boat, having detected the enemy first, has a certain amount of reserve time to take up a favorable position and inflict a nuclear strike.

A missile boat is an excellently piloted ship. Modern navigational equipment, capable of giving an accurate fixed position under any circumstances, has been installed on it. This has great importance when employing a missile weapon. This is guaranteed to a sufficient degree by radio systems. Finally, modern steering equipment has been installed in it.

The commander can control the boat either from the navigation bridge or from the combat deckhouse. This depends on the specific circumstances; the situation, the sea's condition, and weather conditions. When crossing the sea in good weather, commanders prefer to control the boat from the navigation bridge. It is easier to observe surroundings from here. During missile firings the entire crew, including the commander, are located in covered structures.

Ship-building engineers were also concerned that modern missile boats have normal living conditions.

Many years have passed since the Russian navy patriot, Stepan Osipovich Makarov proposed building a mine-laying boat designed to combat the enemy's large combat vessels. Implementing this idea led to the birth of a new class of ships--torpedo boats. Many countries tried to implement the idea of building such a ship. However, our navy was the first to be armed with a torpedo boat.

Subsequent improvements in this small boat led to the birth of missile boats.

"... The radarmen have detected an 'enemy' ship at extreme range."

Senior Lieutenant Kostyrko commanded: "Quarters! Missile Attack!"

The topside combat posts were emptied in a moment. Doors and hatches were tightly battened down. The windows on the combat deck-house were covered with armor. The commander of the missile-artillery department froze to the panel in expectation of the command, "Launch!"

Finally, a fiery waterspout cut the evening haze. The missile was rushing to the target. Minutes pass and here is the happy news: The target has been destroyed!

The younger generation of seamen has once again shown that it has skilfully mastered the powerful weapon which modern missile boats represent.

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#### Training Aboard a Cruiser

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 pp 18-19

[Article by A. Sclogubov: "The 'Dzerzhinskiy' Attacks "]

[Text] ... Reconnaissance had established that "enemy" ships were located in quadrant N. They were maintaining a course to the fleet's naval base in order to inflict a strike on it. The cruiser "Dzerzhinskiy" was ordered to go to sea, locate the detachment of "enemy" ships, and attack it.

Such was the tactical background against which the crew of the cruiser "Dzerzhinskiy" trained on this voyage. It was a training battle but the seamen operated at full effort from the moment they put to sea until they returned to base. The men of the "Dzerzhinskiy" have outlined high frontiers in the socialist competition to greet the 60th anniversary of October in a fitting manner. The materials of the May Plenum of the party's Central Committee with an account of comrade Leonid Il'ich Brezhnev's, general secretary of the CC CPSU, report, "On the Draft Constitution for the Union of Soviet Socialist Republics" was published in the press just before they went to sea. When studying these important documents, the sailors see in

them a clear witness to the creativity of the Leninist national policy. Representatives from all union republics serve on the cruiser. They serve well and amicably. They perform their patriotic duty in a worthy manner. They are proud in the knowledge that their ship bears the name of an ardent revolutionary and a co-worker of V. I. Lenin--Feliks Edmundovich Dzerzhinskiy. The hundredth anniversary of his birthday is being celebrated in September of this year.

Not so long ago the cruiser "Dzerzhinskiy" completed a long ocean training cruise with an excellent rating. The men of the "Dzerzhinskiy" also distinguished themselves during the winter training period. They carried out all assigned tasks with high quality. The "Dzerzhinskiy's" sailors went on this cruise with the firm intention of adding another five to their aktiv.

Capt 1st Rank N. Milenko, the ship's commander, spoke on the broadcasting equipment and warned the men about vigilance. The "enemy" will without fail hamper the ship in carrying out its mission. Therefore, each link must have the highest readiness.

As if to emphasize the commander's words, the radarmen reported detecting aerial targets which were following a course to the ship.

Quarters! The ship bristled all the power of its weapons. The crews of the antiaircraft artillery automatic weapons began to work. The crew of PO 1st Class Viktor Mel'nichenko performed the firing accurately. Later, the first deputy commander of the fleet expressed his thanks to him for this firing.

New aerial targets were detected soon after the air attack was repulsed. The data arrived in the combat information center. It is the "enemy". It is time for the missilemen, whom Capt 3d Rank V. Marsakov commands, to act. They had already more than once shown themselves to be experts at their jobs. They held on to the leadership in socialist competition on the ship. And now again they received the target designation in time and aimed the missile at the target.

Launch! Leaving behind it a fiery train, the missile rushed to the target. The strike was a sharpshooter's. The ship returned to base with a deserved victory.

#### PHOTO CAPTIONS

1. p 18. The missiles are ready for battle.
2. p 18. Capt 1st Rank N. Milenko, the ship's commander, on the navigational bridge.
3. p 18. The "enemy" has made a chemical strike; sailors are eliminating its consequences.
4. p 19. The air defense men on PO 1st Class V. Mel'nichenko's crew are ready to open fire.

5. p 19. Smn P. Nuzhenko, WO [michman] S. Delnkov and PO 2d Class V. Lavrenov follow the air situation in the VIP [combat information center].

6. p 19. A missile rushes to the target.

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## SERVICE REGULATIONS, HANDLING OF COMPLAINTS DISCUSSED

### Answers to Questions

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 p 32

[Text] [Question] Is the company (battery) sergeant-major required to attend reveille each day?

[Answer] The Internal Service Regulations of the Armed Forces of the USSR contain no direct instructions to the effect that a company sergeant-major must be present at reveille each day. However, he must supervise the morning inspection each day (articles 134, 192). The company commander may require that the company sergeant-major be present for reveille on certain days. This is only proper since according to the Regulations senior officers in command such as the platoon commander (article 132), the deputy company commander (article 126) and the company commander (article 124) are required to attend the morning reveille periodically.

[Question] May the officer in charge of a supply or other depot with the military rank of warrant officer (praporshchik) be placed on the mess hall duty roster?

[Answer] According to the Regulations servicemen are assigned to the daily duty detail not on the basis of the positions which they hold but based on their military rank. It is specifically stated in article 265 of the Regulations that one of the warrant officers or sergeants is assigned as mess hall duty man. Therefore, a warrant officer in charge of a supply or any other depot may not only be assigned as mess hall duty officer but may also be placed on a detail, which, according to the regulations, must include a serviceman from among the warrant officers.

[Question] Is a rest period provided for individuals on the daily duty roster who are relieved on the detail in the morning?

[Answer] Yes. Individuals taken off the daily detail are relieved of classes and work for the day of their shift in accordance with article 224 of the Regulations.

[Question] Is it permitted to grant leave to two or more regular servicemen on the same pass? If so, how is this entered in the company's record of leave book?

[Answer] Yes, this is permitted. In this case the leave pass is issued to one of the servicemen, a sergeant, for example, and the number of individuals is indicated in full in a column beginning with "Accompanying him are:". The names of all these servicemen are entered in the company's record of leave book.

If a group of soldiers and sergeants is sent with a senior man designated from among the officers or warrant officer a leave pass is not issued (article 234 of the UVS [Internal Service Regulations]).

[Question] If a leave pass is issued for a group of regular service soldiers and sergeants is it necessary to enter the names of these servicemen on the reverse side of the leave pass?

[Answer] According to the Internal Service Regulations such a list need not be made (see articles 206 and 234 and appendix 11).

It should be borne in mind that according to the Regulations a leave pass is only valid within the borders of one's own garrison.

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#### Actions Taken on Readers' Complaints

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 p 38

[Text] Senior Sergeant Kobzev wrote the editors that for reasons of health he was released from a military school and was assigned to one of its subunits (podrazdeleniya) to continue his regular service as an instructor in the practical operation of motor vehicles. He did not receive his pay for some time, however, of which fact he informed the editors.

We have been informed by the head of the school, Major General of Aviation Korobov, that the facts presented in Comrade Kobzev's letter have been confirmed. He has been paid the difference in rates for the period during which he performed the above duties. Steps have been taken to prevent such occurrences in the future.

In a letter to the editors serviceman Polishchuk reported that upon being drafted into the army he was not paid his two-week severance pay and that an incorrect entry was made in his labor book.

The editors asked the Kishinev city procurator's office to look into the matter. The reply from the procurator of Frunzenskiy Rayon in the city of Kishinev, legal advisor Gutsu, stated that under order SU-56 for the Zhilstroy Trust the accounting office had been issued instructions to make the final computation and to send Comrade Polishchuk the two-week allowance. The same order changed the account of his release, which will be entered in his labor book when it is submitted to the personnel department.

The wife of Warrant Officer (praporshchik) Nikitin worked temporarily as a hospital attendant at one of the military medical establishments, but when another worker was recruited and arrived at the site she was dismissed despite the fact that she was to have statutory leave in the near future and it would have been possible to assign her to another position. Warrant Officer Nikitin wrote the editors about this.

We contacted the Directorate of Labor and Wages for Workers and Employees of the USSR Ministry of Defense and at the instruction of that body Colonel of Quartermaster Service Semenov and Lieutenant Colonel of Quartermaster Service Korotayev reported to us that Warrant Officer Nikitin's wife had been dismissed improperly (when there was a position open for a hospital attendant in the same division). The report on the check recommended that the unit (chast) commander reinstate Comrade Nikitina in her former position of hospital attendant and that she be paid wages covering the enforced absence and that the amount be exacted from the guilty parties.

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#### Tax Exemptions for Servicemen

Moscow ZNAMENOSETS in Russian No 7, Jul 77 signed to press 21 Jun 77 p 38

[Article by Capt of Justice Yu. Starosadchev, Central Finance Directorate of the USSR Ministry of Defense: "On Tax Benefits for Servicemen"]

Many readers of this magazine have asked about tax exemptions for servicemen. The answers to these questions are presented below.

[Question] What tax benefits exist for servicemen and members of their families?

[Answer] The system for collecting income tax and taxes from bachelors, single persons and citizens with small families is defined in instructions of the USSR Ministry of Finance. In accordance with these instructions reduced tax rates are established throughout the nation for earnings of up to 90 rubles per month and earnings of up to 70 rubles a month are completely exempt from taxes. Furthermore, existing laws provide for the extension of other tax benefits for servicemen and members of their families.

At the present time, for example, regular servicemen are totally exempted from the payment of income tax and taxes for bachelors, single persons and citizens with small families on all types of cash allowances, bonuses and earnings received by them both in the military unit (chast) in which they are stationed as well as from enterprises and organizations during the period for which they are enlisted under the official procedure to perform various jobs. Such taxes are also not withheld from earnings received in military construction detachments by military construction workers. Wives of regular servicemen and military construction workers are exempted from the payment of taxes for bachelors, single persons and citizens with small families.

Reserve soldiers, sailors, sergeants, petty officers and warrant officers (praporshchiki, michmany) called up for training or check assemblies are exempted from the payment of taxes on pay received in the army or navy, and reserve officers -- on the daily allowances received during the time spent by them at assemblies.

Warrant officers and extended-service personnel and their wives are exempted from the payment of taxes for bachelors, single persons and citizens with small families. With respect to income tax it is paid by them as usual.

[Question] From what kinds of cash allowances are taxes deducted?

[Answer] The taxable amount includes all types of cash allowances paid to servicemen with the exception of one-time bonuses for continuous service as warrant officers or extended-service personnel, pay and sums paid as reimbursement for travel expenses and the rental of living quarters during official trips, field allowances, monetary compensation in lieu of food rations, paid for the period covering official trips, and in a number of other prescribed cases.

[Question] What is the system for allowing income tax reductions?

[Answer] The amount of income tax withheld from the pay received at the site of the main service assignment is reduced by 30 percent for servicemen with four or more dependents. The number of dependents includes all persons who actually live at the expense of the serviceman and do not have independent sources of income, even though they are not relatives of his.

Children are considered as dependents for tax exemption purposes, regardless of whether pensions, assistance or alimony is received for them. Furthermore, a child for whose upkeep alimony is paid is included as a dependent both for the payor and recipient of the alimony.

Children for whom servicemen pay money in the amount established for alimony payments, at their own desire and without a court ruling, are also considered as dependents.

For purposes of deciding the issue of the 30-percent income tax exemption the number of dependents also includes women on unpaid maternity leave until the child reaches the age of 1 year and women receiving state aid for children if they have no other independent sources of income.

Individuals with independent earnings in production or on kolkhozes and those receiving stipends and pensions (including individuals for whose upkeep a dependent's allowance was added when the amount of the pension was determined) are not included in the number of dependents. Also not considered as dependents are children studying in Nakhimov or Suvorov schools or at industrial trade schools, children being raised in children's homes as orphanages, students in special schools and children at boarding schools for whose upkeep the parents are not charged.

When the wife of a serviceman is employed the exemptions for dependents are granted to one of the spouses according to their choice.

The basis for granting income tax exemptions is the declaration of dependents issued at the place of their residence by the house management committee or the executive committee of the rural (settlement) soviet of workers' deputies and in the groups of forces, a declaration of dependence issued by the military unit (chast). Documents on dependents are submitted for each subsequent year. In case of a move to a new service assignment tax exemptions are granted to the serviceman at the location of the new service assignment until the end of the current year based on copies of previously submitted declarations.

Questions frequently arise concerning the repayment of taxes withheld when servicemen are late in submitting documents to receive the 30-percent income tax reduction.

Under current laws military personnel are required to submit a statement of dependents annually before they receive their pay for the month of January of the coming year. Upon receiving a service assignment and when there is an increase in the number of dependents after the issuance of pay documents are submitted within a 20-day period. In this case pay and allowances for the previous month are recomputed.

When declarations of dependents are submitted after the prescribed period has elapsed the 30-percent exemption is granted beginning with the tax withholding period following the presentation of the documents.

[Question] In what cases are withheld taxes returned to military personnel?

[Answer] When documents are submitted late for valid reasons (illness, a lengthy temporary duty assignment and others) taxes are recomputed and the withheld amount returned beginning with the first tax withholding period after the right to exemptions exists, but for no longer than the period from the beginning of the current year to the time documents certifying the right to exemptions are presented.

If taxes have not been withheld from a serviceman's pay at all or if fewer taxes have been withheld than required the additional taxes are withheld for a period not to exceed the last three months (the last three tax withholding periods). The sum is withheld in equal amounts over the next three months (tax withholding periods). It is forbidden to recover taxes not withheld for periods prior to that.

[Question] Who is exempted from payment of taxes after being discharged from military service?

[Answer] Regular and extended-service military personnel, military construction workers and warrant officers (praporshchiki, michmany) retain tax exemptions for bachelors, single persons and citizens with small families when they are

released from military service for reasons of illness for a period of one year following their discharge into the reserve. No tax exemptions are granted to service personnel discharged for other reasons.

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## TRAINING AT HIGHER AVIATION ENGINEERING SCHOOL DISCUSSED

Moscow AVIATSIYA I KOSMONAVTIKA in Russian No 9, Sep 77 signed to press  
1 Aug 77 pp 1-3

[Article by Engr-Maj Gen O. Mylov: "Taking Modern Aviation Requirements Into Account"]

[Excerpts] Rapid progress in aviation has created new tasks in the area of training not only pilots and engineers but also the specialists who provide flight support. Good maintenance of airfields, efficient use of the most modern materials and technical equipment during flights, the creation of the best possible conditions for the aviators and skillful use of all types of transport -- this is far from a complete list of the concerns of personnel in the air force rear service. Officers in this service now have to make practical use of the latest achievements of many branches of science and technology, have a firm mastery of the fundamentals of scientific organization of labor and a good knowledge of the operating principles of modern aircraft systems. The planning of rear support by means of complex calculations and estimates, organizing the reconnaissance and reconnoitering of individual rear objectives and a great deal more occupy an important place in their work. The need to further improve the officers' training at VUZ's is dictated by the great volume and range of work performed by rear service officers.

The collective of the Voronezh Higher Aviation Engineering School has set for itself the task of further improving the entire training and indoctrinational process in the new training year. Ways of improving methods for training skilled specialists for the rear service are constantly considered and thoroughly discussed in school and faculty counsels, at interdepartmental conferences on methods and meetings of the communists and Komsomol members. In addition to discussing problems of improving the officers' professional and methodological skills party organizations take steps to see that the principle of teaching from a party position is fully implemented in each class, and this is systematically discussed at meetings and sessions of the bureau. The party organizations in which Engineer-Lieutenant Colonel A. Zhuravlev and Engineer-Major N. Novikov are secretaries work successfully in this area.

Fulfilling decisions of the 25th CPSU Congress and party and government decrees on the work of the higher school the school command and political section devote special attention to improving the ideological-theoretical level of teaching in the social sciences and the efficiency and effectiveness of each class and on strengthening ties between theory and practice. The most important factors for fulfilling these requirements are further improvement of teaching methods, the application of new forms and progressive experience in the process of training specialists of the air force rear service and competition for the attainment of new frontiers in the training and indoctrination of the personnel.

A permanent methods seminar has functioned in the department of Marxism-Leninism for two years. It discusses methodological problems of teaching and developing in the cadets communist conviction, good moral-political and combat qualities. Instructors of the department have established close ties with the city's VUZ's. The teaching staff's participation in scientific conferences and inter-VUZ seminars makes it possible to continuously enrich the courses scientifically and to find new reserves for making the classes more effective.

Along with the study and propaganda of materials of the 25th party congress the department devotes a great deal of attention to the exposure of bourgeois ideology. There is a permanent scientific-theoretical seminar on problems of combatting bourgeois ideology. Brilliant, topical lectures are frequently presented by Colonel A. Pastushenko, Lieutenant Colonels A. Kaygorodov and V. Sorokin and others.

A special lecture hall with a system of technical training equipment was created in the department in 1977. It improved the training process and increased the output considerably. Extensive use is also made of such forms as Leninist and October readings, participation by the cadets in scientific groups and the preparation of reports. All of this is contributing to the development of valuable qualities in the future officers.

Intensification of the training process is presently taking on special urgency. Command and the staff of professors and instructors are taking steps to improve training methods and the training base. The professional training of the instructors is being improved, especially in the social sciences and general engineering disciplines.

The military instructor's political and military outlook and his ability to see and take into account prospective developments in aviation are an important indicator of his qualifications. The instructor truly develops as an indoctrinator only in the process of day-to-day pedagogical work, which must combine purposeful party, methodological and scientific-research work.

Our school recently became a higher school, which has unquestionably entailed new demands of the trainees. As a result lecture and seminar series are being organized for the young instructors in a number of departments on urgent problems of Marxist-Leninist science, military pedagogics and psychology and the special disciplines. Classes are conducted for them by such experienced



instructors as Candidate of Military Sciences, Docent, Engineer-Colonel N. Samotsvet, Candidate of Historical Sciences, Colonel V. Motriy and Candidates of Technical Sciences, Docents V. Yershov and A. Pashchenko. The majority of instructors have begun competing for scientific degrees or are engaged in post-graduate work. Many officers such as D. Didenko, V. Kuz'menko, V. Skomorokhov and Yu. Yevdokimov, for example, arrived at the school directly from the units (chasti), and their extensive practical experience in providing airfield technical flight support is utilized for the work on dissertations.

In the training of specialists for the aviation rear we devote special attention to their special training and their general and military-technical caliber. The scientific and technological revolution occurring in military affairs demands that the cadets master complex equipment within relatively short periods of time. For purposes of thoroughly studying and successfully mastering the modern airfield technical support equipment the future specialists acquire a solid knowledge of the general scientific, general engineering and special military disciplines. The training and indoctrinational work takes into account first of all the nature of the future work of the graduates, who will be directly engaged in operating the ATO [airfield technical support] equipment and maintaining the airfields in a state of constant combat readiness.

In the classes, which are an important part of the training process, the cadets acquire theoretical knowledge and develop skills in their specialty. The lectures, which provide basic scientific information on the discipline studied, develop a communist world outlook and consider the most complex issues, are accompanied, as a rule, by the showing of slides, transparencies and film strips. The lecturers use visual aids and technical training devices.

We also concern ourselves with developing the creative activeness of the trainees. During practical lessons at the training ground, at workshops in industry and at the airfields the cadets study and master the ATO and airfield engineer support equipment, acquire skills in maintenance and periodic technical servicing and expand the theoretical knowledge obtained in lectures, seminars and group classes. The main thing is to see that every cadet performs all of the prescribed types of work on the equipment. Officers P. Vysotskiy, Ya. Dunas and V. Chizhov and Warrant Officers (praporshchiki) V. Yefimov, I. Naumov, V. Prokopovich and I. Razvodov, masters of practical training, who enjoy deserved prestige at the school, work towards precisely this goal.

A large portion of the training time is designated for laboratory work and studying the equipment in the pools and classrooms, at the training ground and the airfield. The structure and methods for these classes are always carefully discussed and planned. In addition, the instructors, together with the inspectors, equip work positions and work out the procedures to be followed by the cadets in accordance with technical charts, for teaching the design, operation and repair of the ATO equipment. In order to make the training process as similar to the work of aviation rear subunits (podrazdeleniya) as possible we organize tours of duty and practical classes in flight support for the cadets at an operating airfield.

Independent work by the cadets occupies an important place in the training of skilled rear service specialists. The syllabuses of the departments for each of the disciplines define specific assignments and indicate the amount of time allocated for making calculations, compiling documents, filling out charts and performing operations on the equipment. Instructors constantly monitor the fulfillment of assignments.

The physical training of the future officers is aimed at developing strength, stamina, speed and agility. The cadets learn to swim well and to overcome various obstacles. Training for and passing the VSK [military group of sports] norms occupy an important place in the physical training system. There are 12 sports sections functioning at the school. In recent years the school has trained 6 masters and 28 candidate masters of sports of the USSR, as well as a considerable number of 1st-rank sportsmen.

Improving the quality and effectiveness of the training process depends greatly on the training materials base. Our innovators actively compete with each other. Dozens of specialized auditoria have already been created. They contain modern trainers, working test benches, mockups and other visual aids. Technical training devices are being extensively introduced into the training process. This includes movies, film strips, slides, audio equipment, video-tape recorders coupled with television installations, and others. Officers Ye. Zelenin, V. Popov, V. Timoshenko, I. Umrikhin and L. Shumeyev demonstrate a great deal of creativity and initiative in improving the training materials base.

The Military Scientific Society of cadets, which has groups in all departments, also makes a significant contribution to improvement of the training process. VNO [Military Scientific Society] members acquire additional knowledge and skills in performing research work and write scientific reports and treatises on various problems of science and technology. Last year the cadets wrote more than 150 treatises and reports, and 34 individuals took part in All-Union and republic competitions for the best student work in the social and technical sciences, as well as in special disciplines. We regularly conduct military-scientific conferences of cadets for totalling up the results of the military-scientific work and publicizing the best projects for the year.

In his speech at a reception in the Kremlin in honor of military academy graduates Marshal of the Soviet Union D. F. Ustinov, member of the Politburo of the CPSU Central Committee and USSR Minister of Defense, emphasized the fact that "in the interest of further increasing the power of the USSR Armed Forces the directors, professors and instructors of military training institutions must persistently improve the organization of training and indoctrination of students and cadets and boldly introduce into the training process everything new created by military thought and experience in training troops, which meets the needs of the army and navy to the greatest degree." Command and the professors and instructors maintain constant contact with their graduates and keep track of their development and service. We carefully analyze feedback on the officers' work and regularly arrange visits to the units by school directors, professors and instructors so that they may study the work being performed.

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All of this makes it possible to make timely changes in and additions to the class structure and methods, syllabuses and training programs, which helps to improve the specialists' training.

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## TRAINING OF AIR TRANSPORT CREWS DESCRIBED

Moscow AVIATSIYA I KOSMONAVTIKA in Russian No 9, Sep '77 signed to press  
1 Aug 77 pp 10-11

[Article by Maj Gen Avn A. Shevchenko, Military Pilot 1st-Class: "Attacks Originate in the Classroom"]

[Text] The group of heavy transport planes was approaching the airborne assault area in precise combat formation. Suddenly, the lead aircraft heard the report from the commander of one of the crews:

"'Enemy' fighter detected. To the right and to the rear, 8 km. away, 1000 m. up."

A second for thinking -- and the group leader, Major N. Rad'ko, gave the command:

"Step up surveillance. Prepare for combat. We are beginning an anti-fighter maneuver. Second pattern."

In combat formation the group maneuvered, changing altitude and course. The aerial gunners repelled the fighter attack in a well-coordinated manner. The group reached the designated area.

"Prepare to drop," the leader commanded.

A short time later the airborne landing force had been dropped. The aircraft returned to the landing field. The combat mission was completed.

In his evaluation of the flight the commander pointed out the skillful performance of the crews, making special note of the group leader's correct decisions and the precise actions of the crews in the aerial combat.

Short tactical exercises regularly conducted in the tactics classroom contributed a great deal to the successful accomplishment of the assignment.

The dynamics of modern combat require that the aircraft commander be able to rapidly process and analyze incoming information in accordance with the developing situation, make the proper decisions, inform his subordinates in good time and function with precision and coordination. How do we achieve a high level of tactical efficiency in the fliers? What contributes to their combat improvement?

There are many elements in this important matter. However, I feel that one of the main factors is the training base, setting up a classroom in which along with lectures the flight personnel also receive a graphic presentation of many aspects of the tactics of combat operations of various elements and branches of aviation and learn how to appraise various combat situations by means of modelling and calculations and to make unequivocal decisions.

Such a classroom, which meets the modern requirements, has been set up in one of the units (chasti) of the military transport aviation. It is located in a spacious room. In addition to the usual display stands containing subject material the classroom also contains demonstration devices for efficiently switching the training materials, projection equipment, a tape recorder and an intercom system. There are numerous working mockups of air defense equipment, various types of aircraft and relief maps of the area.

The individual conducting the class operates the equipment by remote control, from a central panel.

The demonstration devices are located on the front wall of the classroom and can be raised into the ceiling or moved to the side by means of electric motors. Three removeable blackboards are located in the center of the wall, one after another, and can be interchanged in succession.

At the beginning of classes the first, decorative board is slid behind a side panel and the two functional boards are used in sequence. The material required for the class is placed on them in advance or calculations are made and diagrams drawn on them during the class.

A magnetic board is located behind the blackboards. The overall tactical situation is depicted on it. The symbols are placed on it indicating the combat order of our aviation, the enemy's line of combat contact, air defense forces and equipment, and the tactical lines and zones and the maneuvers to be performed are calculated and designated there. The tactical situation is depicted with various degrees of detail on scales of 1:25,000, 1:100,000 and 1:200,000. A grid is marked off on the board for this purpose. A scale is taken from a map of the area of "combat operations" and is indicated on the board by means of an illuminated display. Green lights are used to indicate our forces, light blue for the "enemy." The board is lighted with ultra-violet lights when the demonstration takes place in a darkened classroom.

The projection equipment consists of two Proton slide projectors, an epidiascope and a KN-16 movie projector for showing 35 mm. films. Slides are prepared for the Protons, which give the technical specifications of the "enemy's" air defense weapons, standard patterns of attack by "enemy" fighters (with various armaments), the structure of the "enemy's" ground forces, air force and air defense forces and their defensive weapons, weather conditions in the base area and on the route. One Proton is designated for information on our forces, the other for "enemy" forces.

Since a relatively large amount of time is required to prepare colored slides the epidiascope, used to present graphic material, is used for the operational critiques of the trainees' decisions.

The KN-16 movie projector is used to show training films, newsreels and separate film fragments. The sound can be eliminated, in which case the film is narrated by the instructor or a tape recorder is used. The screen is rolled up and secured at the ceiling and is unrolled when needed.

A tape recorder and a Slavutich intercom system is used for simulating radio communication. It is controlled from the instructor's panel, and individual panels are installed on the student desks. The crews occupy the desks in the order of their positions in the combat order. Hypothetical problems may be posed by the instructor himself, and the commands and reports by the trainees can be recorded on a magnetic tape and transmitted in the classroom.

During the course of the "flight" the fliers' decisions can be evaluated on an actual time scale. For this purpose the classroom contains an electromechanical clock which gives astronomical time and an electronics clock for operational time. They can be set for any time from the instructor's panel. The instructor uses a stop watch to control the time required for a trainee to make a decision. If all of those present in the classroom need to know that time the stop watch is displayed on a screen using the epidiascope.

Mockups of aircraft in combat formations are placed on the classroom ceiling. They appear to be flying into a picture which depicts an airborne force being dropped, an air battle between our air force and the enemy and the ground battle of the airborne troops. All of this is used as visual training material.

From the control panel the instructor adjusts the lighting in the classroom and illumination of the magnetic board, gives the required signals to the projectionist, raises or lowers the blinds for darkening the room and boards with diagrams, runs the slide projectors, fixes the scale on the magnetic board, sets the operational time and conducts a "radio exchange" with the trainees.

The tape recorder is located next to the panel. All equipment in the classroom is thus controlled by a single person, and a well trained individual can rapidly change the visual material and conduct classes smoothly.

Before beginning a short tactical exercise, for example, the tactical situation is selected, the required material pertaining to our forces and those of the "enemy" is placed in the Proton cassettes and additional information is placed on the blackboards.

The instructor can show the initial position of the two sides and then, complicating the situation, their position and condition during the run-through of the events and the "enemy's" actions in time and space.

Take the following hypothetical problem, for example: an attack by "enemy" fighters on the combat formation of a military transport subunit (podrazdeleniye) -- the electronic clock is set for the estimated time for flying over the point of detection and the scrambling of fighters. The Proton for the "enemy" shows the operational readiness of the fighters. The location of the combat order as it approaches the point at which the fighter aviation will take off and its airfields are located on the magnetic board. The take-off of the "enemy" fighters is shown on the movie screen with the sound turned off. The demonstration is accompanied by the required text, read by the instructor or played on the tape recorder.

Material giving the tactical performance of the fighters, their armament and airborne radar equipment is then displayed with the Proton (for the "enemy").

The control post navigator (a tape recording) warns of an attack by "enemy" fighters. In response a crew from the formation reports visual detection of the fighters.

Signals from the airborne warning system are also reproduced indicating radiation and the operating conditions of the fighter's airborne radar equipment.

During the accomplishment of the hypothetical problem the trainees make decisions with respect to carrying out a maneuver and the use of jamming and the defensive armament and give commands to the crew and lead aircraft for repelling the fighter attack. The intercom system can be used in the process.

When necessary the hypothetical problem can be analyzed by the leader of the short tactical exercise immediately after running through it. For this purpose the epidiascope is used to project a diagram of the "enemy" fighter attack, which depicts the maneuver and the actions which the trainee will be performing. A probability assessment of the incident can also be given at this point. The commands recorded on the tape recorder can be reproduced. The Proton (for the "enemy") can be used to show typical fighter attack patterns and the Proton (for our forces) to give information on the defensive armament, the procedure for employing it and maneuvers for thwarting "enemy" attacks.

Necessary drawings and calculations can be done on the interchangeable blackboards during the course of the critique.

The training in the short tactical exercise becomes graphic. The classes are based on vivid and immediate perception of actions and events.

The classroom equipment makes it possible to model impending actions and those being analyzed in an overall manner (actions taken on a large area of terrain by the entire group of aircraft against the air defense system) or with the focus on actions taken on a segment of the route by individual aircraft or pairs against a specific weapon. The visual nature of the demonstration makes it possible to clarify various problems of overcoming the air defense system, to evaluate the effectiveness of possible actions, to work out optimal decisions and to properly organize interaction, thereby achieving good control in the performance of the combat assignment.

It would be difficult to explain all of the possible uses of the technical equipment in the tactics classroom. There is no question, however, that it has great informational possibilities and helps to improve the tactical training of the fliers and to improve the results and quality in the training of crews for accomplishing the tasks facing them. A great deal of credit goes to the command, the methods council and the collective of enthusiasts. Officers S. Mrachkovskiy, V. Sivolobov, A. Fridson and V. Ostertak, Warrant Officers (praporshchiki) V. Vanyagin and G. Mikhaylov, and others have worked persistently, resourcefully and skillfully to equip the classroom and prepare training aids and have made an allout effort to make the flyer's training interesting and effective.

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## TRAINING OF BOMBER RADIO OPERATORS DESCRIBED

Moscow AVIATSIYA I KOSMONAVTIKA in Russian No 9, Sep 77 signed to press  
1 Aug 77 p 13

[Article by WO Yu. Polezhayev, aerial gunner-radio operator 2d class:  
"Despite Jamming"]

[Text] The bombers had been in the air more than an hour now. And the less time remaining to the firing range the more nervous became the aerial gunner-radio operator, Warrant Officer (Praporshchik) Yu. Shushpanov. He was concerned about one thing, managing to transmit to ground the time at which they passed over the target and the number of the control landmark. Interference suddenly appeared on the air. And the navigator's voice was heard immediately afterwards:

"Radio operator, control landmark!"

The noises continued. The next frequency was also busy.

Tuning the receiver Shushpanov listened intently. Ground was silent. And suddenly, in an instant, the radio operator heard the long awaited figures: confirm time of passage over target. The interference then increased. He was not able to receive a second group of signals...

This was Shushpanov's first independent flight. Later, on the ground, it was explained that the warrant officer had confused the flight documents and had transmitted a different group of figures to the control point. Had this occurred on an actual combat flight the error committed by the aerial gunner-radio operator could have cost the crew dearly. Of course Shushpanov still lacked solid skills in conducting long-range communication. Despite this, his error could have been prevented: after all, the squadron includes such snipers of the air, specialists 1st class, as Warrant Officer N. Borisov, unit (chast) champion in receiving and transmitting telegraph messages. They did not find the time to help the young radio operator, however.

Personnel in the squadron are replaced from time to time, the experienced specialists being replaced by young ones, who at first especially need a great deal of attention and friendly support on the part of their colleagues. Naturally, planned classes and training sessions using special equipment are conducted with the young people, but this is sometimes not enough. In such a case the counsel of a senior comrade and timely assistance may be beneficial.

Unfortunately, not all of the airmen demonstrate proper initiative in this matter. For example, when a new man, Warrant Officer M. Didenko, joined us the commander suggested that Warrant Officer N. Andreyev, a 1st class radio operator, take the young specialist under his wing. What actually happened, however? Andreyev had plenty of smiles and friendly words but he was in no hurry to work with the young man in his free time. "Don't be shy," he told Didenko. "Just ask and I will explain anything you want to know. Don't be in a hurry, however, you will have time to learn everything...". Naturally, there was little benefit from such assistance. Actually, none at all.

Such cases alarmed the communists and Komsomol members of our subunit (podrazdeleniye). Patronage over the young airmen was discussed at a Komsomol meeting and a session of the bureau. It was properly pointed out to Borisov and Andreyev that it is not enough just to be highly rated specialists. We must also think about our colleagues, those with whom we have to perform the most difficult missions side by side. They also spoke of the diligence and persistence of the young airmen. After all, it has long been known that it is well to help those who do not spare the effort nor the time to constantly improve their professional skills. Specific recommendations were also introduced for improving the process of assimilating the young aerial gunner-radio operators in the formation.

A great deal must be demanded in order to maintain a high level of professional skill and to fulfill with honor the socialist commitments for improving ratings, which were accepted in honor of the 60th anniversary of the Great October Socialist Revolution. Individual training sessions have been set up in the squadron to supplement planned classes. Experienced radio operators have been assigned to the young members, who have taken a highly responsible attitude toward their assignments.

Warrant Officer L. Bukreyev began to work with Warrant Officer Didenko. He helped the latter to master the equipment and taught him to make maximum use of the time allocated for training sessions in the classroom and the aircraft cockpit. Under the supervision of the experienced specialist the young radio operator learned to rapidly tune out interference and find the required station on the air. Warrant Officer Didenko soon became a 3d-class aerial gunner-radio operator and committed himself to pass the tests for the 2d-class rating by the 60th anniversary of the Great October Socialist Revolution. His example is being followed by Warrant Officers V. Badelin and A. Grigor'yev and others.

Competitions for the title of best radio operator in the subunit are highly beneficial. They are regularly conducted in our squadron. And it is not just a matter of who is the winner at all. The main result are the excellent and good evaluations for handling communication entered in the records of the aerial gunner-radio operators. The bomber crews now know before the flights that there will be reliable communication.

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## MILITARY INSTRUCTOR DISCUSSES PROBLEMS OF BASIC MILITARY TRAINING

Moscow SOVETSKIY PATRIOT in Russian 4, 7, 11 Sep 77

{ Article by I. Fedorets, military instructor at Khabarovsk Middle School No 32, in the column "Letters from Military Instructors: Military Affairs in Schools, Tekhnikums and Occupational-Technical Schools": "Problems, Searches, Solutions" }

{ 4 Sep 77, p 3 }

{Text} Basic military training is a relatively new subject. There is no basic textbook which summarizes the experience of basic military training and military patriotic indoctrination of students. Through this newspaper, I want to acquaint my colleagues with my own small experience in school. Perhaps, these notes will be of some help to my military instructor colleagues.

There is an Indicator...

A call from the rayon military commissariat: "This is Lt Ivan Vasil'yevich Priyehzhikh. I need help."

"What happened?"

"I must test the tenth graders' progress at Middle School No 45. Altogether it will take one period...Can I use your index cards?"

The suggestion from the officer at the military commissariat forced me to stop and think. I must confess that I intended to get my colleagues' opinions on my test method a long time ago, but somehow I didn't imagine it would be like this. Now, suddenly, I am being urged to put my cards in practice. But will the students of School No 45 be able to cope with

them? I am gradually getting my students accustomed to working with the index cards. But, they don't understand them at all in School No 45. The military instructor there is new. True, he has a lot of experience working with troops. But, he is just starting work in the school...

"We'll risk it, Ivan Vasil'yevich," the receiver buzzed flatly. "We'll kill two birds with one stone: we'll test the class and we'll begin popularizing your test method."

Reserve Lt Col Zhan Zinov'yevich Grishkin, the military instructor at School No 45, met our proposal somewhat guardedly.

"Our pupils have never seen these cards," he said. "They don't know how to work with them."

"We'll explain them at the beginning of the lesson. It will just take a little while."

However, Zhan Zinov'yevich did not give up: "There are a lot of tricky questions here..."

"The cards were compiled with consideration for the students' intellectual capabilities."

"It's okay to force the students to think. But, aren't your requirements too strict? I can't even readily answer some of the questions."

"For example?"

Zhan Zinov'yevich read: "A light tank platoon approached a water obstacle. A road sign (the figure 20 in a circle) is set up in front of the bridge across the river...Make a decision as platoon leader: swim to the other side or cross the bridge?"

"It is possible to cross both ways."

"It's possible," I agreed. "But it's quicker over the bridge..."

"You have to know the road signs and a light tank's weight."

"Precisely..."

"Besides," continued Zhan Zinov'yevich, "you are even giving problems on appraising the radiation situation. This is not even in the program!..."

"These problems are very simple. One thing is required of the pupil: to know the figures presented in the textbook on the decay of radiation levels in a contaminated area..."

Zhan Zinov'yevich accepted our lesson plan in the end. Every pupil answered the questions on the index cards in a 30 minute period. During the same time, the students were tested on the standard for partial disassembly and assembly of a submachine gun. The grades from the two indicators were announced immediately.

The students were interested in the card testing system. After answering the questions, some of them asked for a new problem. They especially liked the fact that I immediately graded their answers and pointed out their mistakes.

In a friendly way, I envy the physicists, mathematicians and linguists. There are mountains of instructional material on their subjects; there are test cards which are scientifically developed and printed by presses. And what is at the military instructor's disposal? A program, textbooks, newspaper and magazine articles. This was not a lot for beginning to develop index cards on basic military training. Nevertheless, I set about doing it. For a start, I decided to use the method which is used by the State Automobile Inspection when they give tests on traffic regulations. I made up a list of questions on the two sections of basic military training: civil defense and weapons training. I put three questions from each of these sections on the index card. I wrote three-four answers under the questions. One of them was the correct one. I put numbers before the answers. The testee had to find the correct answer to the question and give its number. The answer for each card was represented by a six-digit number. All that was left for the teacher was to compare this number with the table of answers and grade the student's knowledge.

Making up these cards was far from easy. The answers to the questions were especially difficult. Try to make up three-four short answers--differing only slightly in content--to the same question and you will be convinced. And the process of making the cards also took a lot of time and effort.

At the same time, I developed index cards for tactical training problems. Basically, I made a diagram for the given tactical situation. Questions on tactics, weapons training, military topography and defense against weapons of mass destruction were included in the problems. Upon receiving a problem, the student must thoroughly understand its content, determine the subunit's operational axis based on the given signs, mark reference points along the given magnetic azimuth or calculate the target distance based on the indicated angular data, draw a diagram of the given tactical situation using conventional symbols, and, finally, determine the radiation dose or the time that can be spent in a contaminated area under the permissible dose.

The students spent 12-15 minutes on working out the tactical problems. Therefore, I used them in different ways. In some cases, I required them to work out only a specific part of the problem; in other cases, the entire problem. It all depended on the time available and the lesson plan.

I must admit that using the problem cards greatly increases the efficiency of the lesson. I will cite this example as proof. The military-technical training program (we are studying radiotelephony) allots just one hour on the rules for conducting radio communications. That is, during the lesson it is necessary to cover the topic's theoretical issues. Then they must be mastered in practice. How can this be done if radio time is limited? Only with the help of problem cards. Each student received a card on radiotelephonic practical exercises; it required him to: determine the subscriber's magnetic azimuth and distance on a map, select the antenna type, orally note the netting procedure and prepare to transmit a radio-gram, signal or command. After several of these written exercises, the students were completely prepared to go on the air. I give written assignments on several of the most important sections of the basic military training program. This facilitates improvement of the data base for grades and the accomplishment of tasks on civil defense and weapons training.

While developing the cards and tasks, I took into account the principle of the problem situation. Almost every problem requires not just book learning from the student, but his ability to use it in a particular situation. This also evidently explains the cards' popularity among the students.

...After the test which was given using the cards, the military instructor of School No 45 expressed himself more positively:

"Not a bad idea...But where can we get these cards?"

Indeed, where can you find test cards? I worked on my test materials for three years. And I don't consider the job done. I am updating the old cards and making new ones. What naturally concerns me now is haphazard work. The test problem does not just bother the author of these notes. Other military instructors are also working on it to some extent.

Evidently the time has come to gather everything together that has been done on the test problem, summarize it and issue it to every school in the form of problem cards on basic military training. Then the work of separate individuals will take on a purposeful and scientific nature. It is a great deal easier to improve something than to make something new--without a starting point or a working draft.

{7 Sep 77, p 3}

#### Air Rifles for Weapons Training

{Text} At present, our military instructors are for the most part reserve officers. Each one has a wealth of army experience behind him. Somehow it doesn't seem right to ask if they know weapons training methods. Indeed, can one find a man among our brothers who during his 25-30 years of military service, has not come in contact with the basic methods for teaching the art

of accurate fire. That is what I once thought. But now I maintain: we have a poor knowledge of methods for organizing a school lesson on weapons training. Not an Army weapons lesson, but precisely a school lesson which has its own peculiarities.

I remember when I was evaluating my first year of teaching. I was not pleased with the results. The percentage that met the RLD (Ready for Labor and Defense of the USSR) was especially low. I sat over the report for basic military training and could not bring myself to put down the number 35. This is a real failure. Your failure, comrade military instructor. If only one of the three senior students met the RLD standard for small caliber rifle fire, this means that I did something wrong. But what caused it? Did they not fire enough? Did I set up the lesson wrong?

"Can I come in?"

I raised my head and saw Igor Stepanov, a tenth-grade student. "Here is someone who will help me analyze the mistakes," I thought. Igor was working at the DOSAAF Kray Rifle Sports Club then and he was a candidate sports expert. When I outlined the students' weapons training and asked for his opinion, Igor was embarrassed. But, then he began to talk anyway. True, at first it seemed to me that he digressed a little.

"Right now I am challenging the standard for a sports experts' rating. However, unsuccessfully, at present. My trainer says that my training method is no good. It is necessary to spend three-fourths of the time on dry fire...On the whole, I will change it..."

Well, this Igor is a diplomat. He correctly pointed out my errors while appearing to have said nothing about them and he answered my question.

Six months after this conversation, I took a combined school team to the Kray Rifle Club. Our kids took first place in the rayon firing contests and the experienced trainer from the DOSAAF club took it upon himself to train them for the city contests. He gave me a piece of his mind without any diplomacy:

"Just why do they keep you at the school? Your riflemen are completely incompetent. It is necessary to start from scratch with them..."

I listened to the old trainer and wasn't at all offended by him. He was telling the truth. The truth about me. The truth about the other military instructors who still think that actual firing is the basis for rifleman training and not training which is properly organized on a methodological basis. If you ask what the explanation is for the senior classmen's low level of weapons training, you will hear:



"We didn't shoot enough...And, besides where could we shoot? We didn't have an indoor range..."

Our school also does not have an indoor rifle range. And our senior classmen do not fire that frequently. But, nevertheless, the statistics we have achieved for small caliber rifle fire are good. Ninety percent of this year's graduates met the RLD firing standard. What helped us? Air rifles. The simplest, domestic rifle, the IZh-22. It does not require a specially equipped indoor range. It can be used in the classroom, in the corridor and outside.

The new weapons training organization for the students was most intensely developed during the past training year. The methods and rules for firing a small caliber rifle were studied during a systematic lesson. Then supplementary drills were organized in strict accordance with the weekly plan. I held two two-hour training sessions for each of the ninth grade classes.

During the first drill, I demonstrated the rules for firing from the prone position with a rifle support, the rifleman's loading procedures, conducting fire and cease fire. Training in accomplishing these procedures came after the demonstration. Each of the students went to the firing line two-three times and in strict sequence carried out all the range officer's commands. The second half of the first drill was held in the military study. With the help of a mock-up of a front sight, I explained the rules for aiming a weapon at the target to the students. Then I fastened a small caliber rifle in a mount and aimed it at a target fastened to the screen; while sitting behind the mount, each student looked through the aperture of the backsight leaf. I also trained the students on smoothly releasing the hammer here. The drill ended with air rifle firing practice.

The second drill was set up differently. Three training positions were operating simultaneously. The students practiced uniform aiming with the help of a mount and an aiming disk at the first position. At the second, they practiced partial disassembly and assembly of a submachine gun. At the third, they fired air rifles.

This set-up for training students for their first exercise in firing a small caliber rifle had positive results. Earlier 30 percent of our grades were positive; now almost two-thirds of the firers are fulfilling the exercise. But, these statistics did not reassure me. It was necessary to prepare the students for more complex firing--for meeting the RLD standard. The main emphasis here was on individual work with those who were lagging behind.

By the end of the school year, fulfillment of the RLD firing standard approached 80 percent for the ninth grade classes. It was significantly higher for the boys since I worked with them more than with the girls.

I tried to instill the skills of an accurate rifleman in them at all the weapons training drills. They acquired a lot, for example, while studying the methods and rules for firing a submachine gun. We conducted drills on this topic based on the following plan. Four training positions were operational during each lesson. The groups changed places after 15 minutes. Thus, during a two-hour drill, each group went through all the training positions. At the first position, the students worked on preparatory procedures and rules for firing a submachine gun from different positions. They also fired air rifles at falling targets here. At the second position, they improved their knowledge of the submachine gun parts; at the third, they worked on the standards for partial disassembly and assembly of a submachine gun and for loading the magazine; at the fourth, they carried out the exercise for firing an air rifle according to the Young Rifleman's Program. Society members conducted the drills at the training positions.

You cannot get along without assistants under this organization of weapons lessons. But, where can you get assistants? First, the DOSAAF raykom prepares public trainers at the Kray Rifle Sports Club on an annual basis. We also send five-six boys and girls to these courses. And we try to train first-class riflemen ourselves. A rifle section--in which the best riflemen study based on the program for first-class riflemen--is at work in our school. During the past school year, seven boys and girls met the third class firing standard and five met the first class standard for youth. They were my first assistants, both in conducting weapons training lessons and in society work.

All of this does not come easy. It is necessary to read a lot on methods for training riflemen, at other times to spend personal time conducting supplementary drills with students and to spend a lot of painstaking time with those who are lagging behind. But, the expenditure of your physical and spiritual efforts is repaid by quality training of school youth for defense of the Motherland.

{11 Sep 77, p 3}

## Tests

[Text] Tests are required by the basic military training program. They are given on civil defense in the ninth grade and on the entire military training course in the tenth grade. How can they be set up? This question will seem trite to some comrades. Are there really so few forms of testing which have been put to the test? Take even the class discussion. Make up a list of questions based on the program and conduct the lesson. One can also use the form of testing with thoroughly developed oral test questions.

But, let's find out what goal you should set for yourself when setting up tests. Is it to test the students' theoretical knowledge or is it to determine retention of the practical skills they acquired while studying

the program material? In my opinion, it is more important to have the second goal. After all, theoretical knowledge is provided so the student will be able to act in a practical manner in different situations.

During the course of my school work, I have tried all types of tests: written answers to questions, oral test questions and group discussions. The test results were not bad, but I wasn't satisfied. It seemed that somehow they were deceiving me. During the past school year, I decided to give only practical test problems. I began with the ninth grade. I reread the program requirements on the "Civil Defense" section. Only then did I begin to make up a lesson plan for the test. I formulated the test goal this way: to test whether the students can actually use individual protective equipment and give first aid to the injured.

I invited the school's director--who, as is well known, is the facility chief of civil defense--to the first lesson of this nature. As always, the lesson began at formation. Then the students entered the classroom where a gas mask was prepared for each of them. During a five minute period, the students checked the gas masks and treated the glass of the eye-pieces with pencils to prevent fogging. The main part of the lesson was held on the parade ground. First, I tested for accomplishment of the group standard for donning gas masks. After giving the command "Gas," I started the stop watch. I announced the time for grades on individual and group standards. I personally only took note of those who did not fall within the standard; the section leaders observed the activities of the remaining students and then reported their results to me.

The second problem which appeared in the lesson plan was a test of practical skills for putting a gas mask on an injured person. The students in the first rank put the gas masks on their comrades in the second rank. Then they switched roles.

During the final stage of the lesson, the ability of medical team personnel to render first aid to the injured was tested. The boys took the part of the latter. The girls met the standards for applying tourniquets, splints and different types of bandages; they carried the injured 50 meters in their arms.

The students activities were graded by stages. Then an overall grade was given for each student and for the class as a whole.

The first test on civil defense satisfied both me and the school's director. We were convinced that, if necessary, the students could protect themselves and help their comrades. The tests for the remaining ninth grade classes were conducted using the same plan.

The final test was conducted in the following order. During the first stage, the platoon accomplished the group standard for donning gas masks. At the

command "Gas" the stop watch was turned on and the class test period began. During the second stage, the platoon of CW reconnaissance scouts set to work. Three boys left formation, put on combined arms protective suits and got the radiac instrument ready for work. As soon as they completed their assignment, the rescue platoons began their operations. The boys picked up two ladders, placed them against the wall and one platoon entered the building through the second floor windows. Their mission was to clear the entrance to the basement and carry the "injured" out of the basement. The rescue workers of the first platoon lifted the "injured" to the window and passed them to the boys of the second platoon. The medical team personnel laid the "injured" on stretchers, carried out a partial personal CW cleansing of the face and put gas masks on them. At the same time they took a card--which indicated their wounds--from the "injured's" pocket and rendered first aid in accordance with the notes. Then they carried the "injured" on stretchers to the assembly point.

When the rescue work was finished, the communicators began their operations. They laid a wire communication line, connected the telephone equipment and the telephonist at the beginning terminal transmitted a pre-arranged signal "Start fighting the fire" to the end terminal. By this time a bonfire was raging on the sports field. The firefighters put the fire extinguishers to work and quickly eliminated the source of the fire.

After completing the work in all the stages, the entire platoon formed up at the race's starting point. The stop watch was turned off at the platoon leader's command. While the class put the gas masks away, the judges reported the results of the students' activities for the stages. A grade was announced for each participant of the race and for the platoon...

I cannot claim to have found a perfect form for organizing tests. Based on local conditions and the school's traditions, each military instructor can and must look for his optimal solution. But, I am firmly and strongly convinced of one thing: it is absolutely necessary to put practical problems in the tests. Theoretical knowledge is gradually forgotten, but practical skills, which are acquired over two years of training and reinforced during test evaluations, are retained.

Not everything I have said in these notes is beyond question. Perhaps, I am mistaken about some of it. But, where is the yardstick for measuring my actions? Local creative searches are now underway. Each of the military instructors is only plowing his own plot. But, there is still a lot of unturned, virgin land in methods for organizing and conducting basic military training!

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CSO: 1801

## INDOCTRINATION ON ARMED FORCES TASKS IN NEW DRAFT CONSTITUTION

Moscow AGITATOR in Russian No 17 Sep 77 signed to press 18 Aug 77 pp 16-19

{Article by Maj Gen D. Volkogonov, doctor of philosophy: "Defense of the Socialist Fatherland"}

{Text} For the first time we find a special chapter "Defense of the Socialist Fatherland" in the new USSR Draft Constitution. It points out that the State ensures protection of socialist accomplishments, the peaceful labor of the Soviet people and the sovereignty and territorial integrity of the USSR. For these purposes, Armed Forces have been created and universal military service has been established. "The USSR Armed Forces' duty to the people," states article 31 of the draft constitution, "is to reliably defend the socialist Fatherland and to be in constant combat readiness, guaranteeing an immediate rebuff to any aggressor."

In conducting political information sessions and discussions in military subunits and labor collectives, it is advisable to take up these issues:  
1) The role and tasks of the Soviet Armed Forces at the present stage,  
2) The school of courage and communist morality, 3) Soviet soldiers--reliable defenders of the socialist Fatherland.

All three issues can be covered in one political information session and, by the same token, each of them can be the basis for a separate discussion in the collective.

I. Despite the important, positive improvements in international relations which have taken place due to the activity of the CPSU, other fraternal parties and all progressive, peace-loving forces, the military danger emanating from imperialism still exists in the world. The latest recommendations of NATO which are aimed at increasing the military expenditures of this organization's members, the continually expanding US military budget and this country's constant efforts to create ever newer types of weapons--all of this attests to the fact that the ground is being laid for a new spiral in the arms race. Under these conditions, as the Draft USSR Constitution points out, "the State ensures the country's security and defense capability and equips the USSR Armed Forces with everything they need."

The tasks of the Soviet Armed Forces have now noticeably expanded and deepened. This is expressed in a number of trends.

First. The Soviet Armed Forces reliably ensure the security of the multinational Soviet State and create favorable conditions for our nation's constructive labor. In peace time, the Armed Forces accomplish this mission by maintaining constant combat readiness to repulse a possible attack by an aggressor and to decisively suppress provocative acts on the part of any militaristic forces. While fulfilling the party's requirements, the soldiers of the Army and Navy strive to raise the level of combat readiness still higher and to increase the quality of combat training and military expertise. During the past training year, every fourth company and battery, every fourth battalion and every fifth ship achieved outstanding marks in combat and political training. Thousands of servicemen were decorated with high government awards for success in training and for exemplary service.

Second. Since the formation of the world socialist system, the Soviet Armed Forces together with the fraternal armies have ensured the security of the entire socialist commonwealth. The accomplishment of this important political task rests upon the international unity of all the people of the socialist countries. The socialist military-political alliance--the Warsaw Pact--is functioning efficiently at present in order to continue to deter the aspirations of aggressive imperialist circles.

Third. The Soviet Armed Forces are also a powerful factor for international security and for preventing a new world war. During the past years, imperialism has unleashed over 30 local wars and armed conflicts and has repeatedly lead the world to the dangerous brink of a large military conflagration, but upon encountering the socialist system's power and resolution, it was forced to retreat. Now it is harder for imperialism, operating from a position of strength, to impose its will on nations and to unleash wars with impunity.

As an inseparable part of the people, our Armed Forces share the life, thoughts and concerns of the people. The Soviet Armed Forces actively participate in the country's internal life. Approximately 12,000 servicemen are deputies of Councils of Workers' Deputies; thousands of soldiers are members of diverse creative unions and organizations. Servicemen work harvesting crops on an annual basis; they transport millions of tons of agricultural produce to grain elevators and warehouses. Soldiers are now building the most difficult sections of the BAR {Baykal-Amur Railway}. In case of natural disasters--as was the case, for example, during the earthquake in Uzbekistan--soldiers are also among the first to come to the aid of the populace.

Finally, the Army and Navy accomplish important missions by forming high spiritual and physical qualities in young people undergoing military service. In the process, it continues the formation of the all-round, developed

personality of socialist society which was begun in the family, at school and on the job. Comrade L. I. Brezhnev pointed out at the 25th Party Congress that "the young men who enter the family of soldiers have not yet begun the school of life. But they return from the Armed Forces as people who have completed the school of self-mastery and discipline and who have received technical and vocational knowledge and political training." Such people have high moral tempering--usually called "military backbone"--which, as a rule, is retained for life.

During a specific sociological study, it was successfully established that, upon completion of duty in the Armed Forces (in 1971), approximately 80 percent of the soldiers questioned highly praised its role in their personal life and moral development. And five years later these same people rated the role of military service in their civilian spiritual growth even higher. This time 98 percent confidently confirmed this idea.

II. Both the socio-political conditions and the spiritual factors of a developed socialist society as well as the specific conditions of military service and life have a definite influence on the Soviet soldier's spiritual development.

As is well-known, the Soviet way of life is characterized first and foremost by humanism, the Soviet peoples' community of interests, a democratic social structure, collectivism, patriotism and internationalism. The shaping force of the spiritual aspect of the Soviet way of life is Marxist-Leninist ideology, which has become a mighty source of social development, worker unity, and their public, political and labor activity.

In recent years, service, the training and indoctrination system and the entire internal structure of Army and Navy duty have undergone significant changes under the influence of the military-technical revolution. The main feature of the conditions which elicited it consists of the vitally important necessity to maintain a state of constant combat readiness. It is precisely this that has left a lasting mark on the entire structure of contemporary service life.

Combat readiness, as a specific military-political, moral and technical state, is maintained constantly, regardless of the unit or large unit location or the time of year or day. Modern technical capabilities require an exceptional moral readiness for decisive action at a moment's notice. The degree of moral and social responsibility of each soldier, which is often directly related to the accomplishment of strategic missions, has immeasurably increased. The higher combat readiness is, the less the probability that a potential aggressor will decide to unleash a war.

The spiritual and moral formation of Soviet soldiers rests on a combination of political training and military labor.

An orderly system for ideological and political indoctrination is operational in the Armed Forces. Three-four hours of study time are allotted to political lessons in units and on board ships. In two-three years, the soldier covers a solid course of political education which encompasses the principles of Marxist-Leninist theory, current issues in CPSU domestic and foreign policy and many problems of indoctrination and training. Commanders, political bodies and party organizations press for each soldier's in-depth knowledge of the proceedings and decisions of the 25th congress of our party and the USSR Draft Constitution. The party political work which is aggressively conducted in all aspects of military activity is based on an overall approach to ideological and indoctrination work among personnel and to the unity of political, military, labor and moral indoctrination of people.

The main point in military labor is to ensure the security of the socialist Fatherland. This also determines its enormous capabilities for indoctrination. Inherent in military labor are a high degree of regulation of activities, a great deal of tension and the ability to constantly subordinate ones efforts to the task assigned beforehand. Not only the content of military labor has moral significance: to master a specialty, to accomplish a combat drill, to maintain equipment in a state of combat readiness, etc. The process of labor itself is a source for developing many spiritual and moral values: persistence, industry, self-mastery, discipline, self-discipline, etc. Combat friendship, mutual assistance, collectivism and responsibility are especially intensively consolidated during such labor.

While serving in the Army and Navy, young soldiers are widely becoming accustomed to working with the most complex equipment; while mastering a number of vocations and specialties, they are acquiring new knowledge and skills. While there were 15-20 basic military specialties in the First World War and about 160 in the Second, now there are several hundreds of them. Many of these specialties can later be successfully used in the national economy (after transfer to the reserve): drivers, mechanics, communicators, operators, construction workers and others. Combat exercises, ocean voyages, flights under complex conditions, tense marches and missile launches are a remarkable school for developing and strengthening a high level of moral and combat qualities. Field exercises not only facilitate the development and strengthening of necessary qualities, but they also facilitate the exposure of isolated soldiers' moral weaknesses--timidity, indecisiveness, etc. It is not by accident that soldiers call the exercises in the field, at the tank range, at the range and at sea the "soldiers'" and "sailors'" university.

Moreover, in the consciousness of the young man drafted into the Armed Forces, military labor is also connected with the fame of the immortal deeds accomplished by Soviet soldiers in battle with the enemies of our Motherland. Heroic traditions are justly considered an honorable weapon.



The process of forming a soldier, patriot and citizen begins before his call-up to the Armed Forces. One cannot imagine it without the most active participation of local party, Komsomol and Soviet organizations. Many interesting forms of joint work for the military patriotic indoctrination of soldiers of the rising generation have been amassed in educational institutions, at enterprises and in sovkhozes and kolkhozes. A good tradition has arisen whereby close contacts--which facilitate increased mutual responsibility, exchange of information, and possibilities for a more coordinated influence on young people's indoctrination--are established between schools, enterprises, families of soldiers and units and ships.

III. "Military service in the ranks of the USSR Armed Forces," states article 63 of the draft constitution, "is the honorable duty of Soviet citizens." But, in order to efficiently accomplish one's military duty, it is not enough just to display a readiness to enter the Armed Forces. It is necessary to be able to do a lot and to know a lot and to possess a high level of moral and combat qualities which cannot be acquired outside the military system.

Communist conviction is the central quality in the spiritual make-up of the Soviet citizen-soldier. This is the spiritual basis on which the development of all a person's intellectual, moral and physical forces are based; it determines his vital attitudes and the motivation for his actions and behavior. The stronger the conviction, the more substantive an individual's behavior is in a social sense.

Communist conviction is displayed in many ways: in deep devotion to the socialist Motherland, in public activity where a person cares about everything, in a high level of moral responsibility where the responsibilities of the team, crew, subunit or unit are accepted as one's own, etc. A high level of ideological conviction is constant loyalty to public and military duties. The strength of one's convictions and military duty--"as it should be"--enables one to endure the daily hardships of everyday life which at times may seem harder than a short-term test under exceptional circumstances.

Conviction, based on a mastery of Marxist-Leninist principles, matures and becomes firmly established through independent deeds, actions and behavior. At the same time, commanders and political workers develop the soldiers' ability to maintain a sense of a constant critical, and exacting attitude toward themselves, their accomplishments and successes. After all, it has been known for a long time that truly moral people demand the most from themselves.

The Soviet soldier's ideological conviction is vividly displayed in his patriotism and internationalism.

The Soviet soldier's love for the Motherland is inseparably merged with his loyalty to communist ideals; he evaluates all his actions and behavior by how they serve the cause of communism and the socialist Fatherland. Each Soviet soldier proves his patriotism through actions aimed at further improving combat readiness and strengthening military discipline and the unity of the military collective.

At the same time, Soviet patriotism also has a profoundly international nature. No matter what nationality the Soviet man belongs to, he is proud, first and foremost, that he is a citizen of the great Union of Soviet Socialist Republics. Soviet patriotism's internationalism is also expressed by the soldiers' acquisition of many common Soviet spiritual traits: communist conviction, collectivism, a high level of responsibility, a profound awareness of his duty, public activity and others.

Citizens of over 100 nations and nationalities serve in our country's Armed Forces. And the soldiers of all our Fatherland's nationalities are vigilantly serving shoulder-to-shoulder, arm-in-arm in every detachment, team and crew. There is no stronger melding of friends and like-minded people, of patriots and internationalists. And for each of them, the words of the USSR Draft Constitution ring out as a sacred law: "Defense of the socialist Fatherland is the sacred duty of every citizen of the USSR. Treason to the Motherland is the gravest of crimes against the people."

The Soviet soldier's internationalism is also embodied in combat friendship with the soldiers of the fraternal Warsaw Pact armies.

The Motherland is providing the Armed Forces with exceptional troop replacements. Virtually all draftees now have a higher, secondary or incomplete secondary education. About 90 percent of the soldiers are communists and Komsomol members. A wealth of training facilities has been created in units and on board ships. There is a television set and other news and propaganda media in every company and battery. Millions of copies of newspapers and magazines are received in units and on board ships.

Of course, the higher the quality of training for service, the more successfully the soldier will mature. The majority of young replacements are arriving with a mastery of the necessary minimum in the knowledge, skills and qualities which are required of an armed defender of the socialist Fatherland. However, there are still cases where some of the young people do not fully understand the nature of contemporary service and its requirements; they are not always sufficiently prepared for the burdens and hardships of everyday Army and Navy life. Sometimes it is necessary to point out the low quality of basic military training and of physical and moral tempering.

The Soviet Armed Forces are one with the great Soviet people. They have been guarding and preserving peace and the accomplishments of the Great

October Socialist Revolution for almost six decades now. "...the Soviet people," stated comrade L. I. Brezhnev at the 25th CPSU Congress, "can be confident that the fruits of their constructive labor are reliably protected." Armed Forces political bodies together with party organizations ensure the daily and whole-hearted influence of the party and the accomplishment of its policy in the military area. By all their work, they are strengthening the combat might of the Army and Navy and indoctrinating personnel in a spirit of irreproachable accomplishment of their military duty and whole-hearted loyalty to the cause of communism.

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## COMBAT TRAINING ACTIVITIES IN TANK UNITS

### Editorial Introduction, Tanksmen's Day

Moscow KOMMUNIST VOORUZHENNYKH SIL in Russian No 17, Sep 77 signed to press  
19 Aug 77 p 48

[Editorial: "In Combat Formation--Toward High Frontiers"]

[Text] On 11 September the Soviet people and their armed forces will solemnly celebrate Tankmen's Day. As is known, this traditional holiday was established in 1946 to mark an occasion of particularly important significance and the outstanding services of Soviet armored forces and tank builders during the Great Patriotic War. Since then, the motherland honors on the second Sunday in September its armed defenders, war veterans, builders of first class armored equipment, and all those who devoted their knowledge and work to the cause of strengthening the combat might of one of the basic branches of the Soviet army-- armor troops.

This year Tankmen's Day is being marked with the enormous political and work upsurge evoked by the decisions of the May (1977) CC CPSU Plenum and by the discussion of the draft of a new constitution for the USSR. Throughout the country the socialist competition to greet the glorious 60th anniversary of Great October in a fitting manner, to implement the historic plans of the 25th CPSU Congress, and to complete ahead of time the second year tasks of the Tenth Five-Year Plan is being broadened.

The achievements in military work and in implementing socialist obligations in honor of the 60th anniversary of the Great October Socialist Revolution with which tanker fighting men in a progressive unit and subunit are greeting their holiday are described in the correspondence printed below.

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## Tank Regiment Training Activities

Moscow KOMMUNIST VOORUZHENNYKH SIL in Russian No 17, Sep 77 signed to press  
19 Aug 77 pp 48-53

[Article by Lt Col A. Abramov and Lt Col V. Mamontov: "A Cherished Goal"]

[Text] The fighting men in the N-skiy tank regiment are greeting their traditional holiday--Tankmen's Day--with new military successes. They are studying the materials of the May (1977) CC CPSU Plenum and the draft of the new USSR constitution with enormous attention. In unanimously approving this very important political document and the propositions and conclusions in the report of comrade L. I. Brezhnev, the CC CPSU general secretary, the tankers are enthusiastically struggling to implement the decisions of the 25th party congress and to greet the 60th anniversary of Great October in a fitting manner.

The command element and party organization of the regiment, considering the modern requirements for combat and political training, are increasing the effectiveness and quality of the training and indoctrinational process in every way possible. They are skilfully directing the men's patriotic upsurge toward further increasing vigilance and combat readiness.

The first results of the summer training of the regiment, which is the initiator of socialist competition in the district, testify that the tankers are faithful to their word. They are stubbornly moving toward a cherished frontier--bringing the unit to the ranks of excellent ones by the 60th anniversary of Great October. The battalion, which Capt A. Nikolayev commands, is moving in front based on combat and political training results and on the carrying out of socialist obligations. The fighting men in this subunit are noted for a high sense of responsibility toward the job entrusted to them, for strong discipline, and for persistence and zeal in achieving goals. They invariably demonstrate steady, good and excellent results in firing, in tactical and technical training and in protecting against weapons of mass destruction. They demonstrate during all exercises a growing combat maturity, sharpness, decisiveness, and endurance.

The progress of the summer combat training emphasizes that the socialist obligations adopted by the tankers are within their power. Already 55 percent of the battalion's fighting men have been awarded the title of excellent soldier. The majority of them have increased their rated qualifications. Many have mastered several allied specialties. In a word, the men in the subunit have taken a difficult height. A path to the final frontier has been paved from its heights. Everything instructive, which was born in the harmonious troop collective during combat training days, has been adopted. While strengthening what has been achieved, the men continue the untiring search for more effective ways to solve combat training tasks qualitatively. The atmosphere of friendship and mutual help, which has been formed in the collective, the strict regulation order, and organization contribute to this. All fighting men here are filled with a sense of personal responsibility for the end result of military work and for

raising combat readiness. Such an atmosphere has been formed thanks a lot to the fact that the commander, political worker, staff officers, and party and Komsomol organizations solve all questions together. They find the main element in the work. They skilfully direct the men's efforts to solving the tasks facing them.

The purposeful party and political work, which is concretely conducted considering the time and situation, is an important measure in mobilizing the tankers to achieve the frontiers planned for socialist competition. At the beginning of the training year it was directed, for example, toward explaining training tasks and the distinctive features of the jubilee year and toward having each company, each platoon, crew and each fighting man correctly evaluate his strengths and abilities and adopt high but realistic obligations.

Captain A. Nikolayev, the battalion commander, Capt V. Osipchuk, the deputy for political affairs, Capt V. Lobanets, the secretary of the party organization, and other communists have done everything to rally the men. They created in them a true combat attitude and the resolve to bring the collective to the ranks of excellent ones. They constantly reminded the fighting men that their native regiment was the first one in the district to support the call of the Carpathian fighting men and to propose the appeal to spread the socialist competition in honor of the 60th anniversary of Great October broadly among the troops. This gave the tankers an additional charge of creative energy. They challenged the battalion which Maj P. Gayduk commands. Everyone knew that it would not be easy to compete with such a strong rival who had more than once distinguished itself during tactical exercises, firings, driving combat vehicles and technical training classes. However, the essence of competition consists of taking the best from a rival and at the same time transmitting one's own experience to him, achieving the level of the foremost ones, and excelling them.

The following stages of practical work are followed in ensuring a high moral attitude among the men: firing, driving tanks, and practicing norms on special training and protection against weapons of mass destruction. Concrete party and political work is conducted before each of the stages. Thus, on the eve of firing one of the exercises with a sub-caliber tube, Capt V. Osipshuk during a meeting of the party and Komsomol aktiv directed communists and Komsomol members to a vanguard role in carrying out the firing mission. Officer communist A. Babenko talked with the tankers about the importance of accurate fire in modern combat and about the necessity of being able to destroy a target with the first rounds. On the initiative of the battalion commander, Capt A. Nikolayev, they organized an evening of questions and answers on the knowledge of a tank's components. The experience of the best specialists in the battalion was summarized and disseminated: that of gun layer Pvt E. Bevorkyan and driver-mechanic Jr Sgt P. Furtuna.

The commanders and aktivists in the subunits did not overlook a single fighting man. They took an interest not only in the level of their training but also in their attitude and desires. Several tankers introduced specific proposals about raising the quality of preparing the equipment for going

to the training ground and about providing the men with everything necessary for successful operations. These proposals were taken into consideration.

Such painstaking work was performed also on the eve of driving tanks and tactical exercises and before each critical test which the battalion's soldiers, sergeants, warrant officers (praporshchiki) and officers had to undergo. There were quite a few such tests. I would like to talk in more detail about one of them.

The company, which Sr Lt A. Babenko--an experienced officer full of initiative --commands, was taking a test. The subunit was given the mission of taking an "enemy" strong point. The company commander organized the "battle" intelligently. When reconnoitering with the platoon and tank commanders and the mechanic-drivers, he firmed up the task which had been assigned earlier and did everything so that each fighting man in the company would know his movements and would be ready to carry out the most unexpected inputs. This determined the success of the exercise to a great extent. Thus when "enemy" tanks and an infantry group appeared while they were attacking over unfamiliar terrain, the commander ordered the first platoon to "destroy" the tanks and the second and third platoons--the men. One must say that the fire was crushing and accurate. Next, the company had to "destroy" antitank weapons, grenade launchers and other targets which were located along a broad front. This required skilful distribution of the platoons' fire and daring maneuvering. The tankers managed this task honorably. The platoons of Lts I. Kurylev and V. Inyakin distinguished themselves during the attack. They acted especially accurately and quickly when repulsing an "enemy" counterattack which the latter unexpectedly made from a concealed hollow.

In summing up the results of the exercise, the senior chief singled out the fighting men's accurate fire: 100 percent of the targets were destroyed. The crews of Jr Sgts G. Dimitryukov, I. Gizhdevan, and A. Chernegi demonstrated exceptional training.

Although the rating which the company received was high, the commander and communists in the battalion were not satisfied with it. They carefully analyzed the training results. Not only the winners but also those who committed mistakes and who didn't exert their full efforts and abilities were brought to light. Each platoon, crew and tanker received an actual rating. When doing this, such factors as a fighting man's conduct in a complicated situation and the display of initiative, self-control and skill were taken into consideration.

Such a critical attitude toward military work, the striving not to be satisfied with what has been achieved, a sensible view of successes--these are the characteristic features of commanders of progressive battalions. Captain Nikolayev is an example of this. He has completed a good combat school: He has been a gun layer, a tank commander, and a battalion master sergeant. He has commanded a platoon and a company. The officer is a first class specialist. Communist Nikolayev has been awarded the medal, "For Combat Services," for his high ratings in combat and political training and his

mastery of complicated equipment. Anatoliy Aleksandrovich Nikolayev continually works at increasing his ideological and theoretical level and command training. He strives to introduce everything that is progressive, which has been born in the regiment, into the battalion.

The other officer communists are a match for the battalion commander. They keep a sensitive hand on the life pulse of subunits. They react effectively to each new achievement. They make it the achievement of everyone. They pay attention to every slip and omission by subordinates and quickly eliminate them.

The object of their special concern is firing training and tank driving. We will mention that Sr Lt V. Romanchenko's company showed the best result in the regiment during a recent final check-out. A total of 15 out of 20 firers received excellent ratings. Communists fired especially accurately. Almost all platoon and tank commanders hit the targets with the first rounds.

There was a time when the company's firing training caused alarm in the battalion's command element. The tankers achieved a satisfactory rating with difficulty during the first firing of the winter period. Some people attempted at the time to justify the low grade by the fact that many young tank commanders and gun layers had arrived in the company. They, so they said, pulled the collective back. However, the commander and communists investigated the true causes which were concealed in the insufficiently high instructional methods level of conducting classes and training sessions. Urgent measures were taken to eliminate the shortcomings. All tank firing training began to give good results. The company commander, Sr Lt V. Romanchenko, and the platoon commanders, Sr Lt V. Piruk and Lts A. Aver'yanov, and Ye. Stanov (all first class firers), conducted additional classes with their subordinates. The efficiency of independent study increased sharply. An individual approach was taken as the basis for training the fighting men. Special attention was paid to Pvs A. Tsurla and A. Ismatov who were lagging behind their comrades.

The classes in the firing circle which officer V. Lobanets,--an experienced instructional methodologist and a member of the CPSU-- directs, were a great help to the fighting men. The tankers studied the components of the fighting vehicle, the armament, and firing rules and solved fire missions. Sharpshooters, Lts A. Aver'yanov and Ye. Stanovov and Sgts V. Grigorenko and A. Gorenko, often appeared before them. For example, during one of the classes in the firing circle Lieutenant Stanovov explained to the young soldiers how to fire at moving targets. He explained why, out of the several methods of aiming a gun at a target, the tracking method is used. He substantiated its advantages. At the same time he also emphasized the effectiveness of other measures. He pointed out that here much depends on the individual peculiarities of a gun layer. Another time, the lieutenant talked about the peculiarities of firing from tanks at night, orienting oneself correctly under conditions of limited visibility, observing the "battlefield", and aiming the gun at a target.



The lessons of the firing expert were logically continued when firing at the range and during tank firing training at the firing range. Here, the officer demonstrated by the numbers and as a whole his method of operations on the gun. He taught the soldiers and sergeants using the principle "Do as I do."

Gradually, firing training results began to improve. The company is now the best one in firing not only in the battalion but also in the regiment.

During the strenuous days of summer combat training, communists are delving deeply into the state of affairs in companies and platoons. They eliminate shortcomings without delay. During one driving session it turned out that some mechanic-drivers drove the tank poorly in complicated situations, especially when crossing a track lane through a minefield. The best communist specialists, Maj D. Rebetskiy and Sr Lt A. Babenko, arranged additional classes on overcoming obstacles. Personal demonstration, repeating the manual by its elements until completely mastered, publicizing the experience of the best mechanic-drivers, Jr Sgt V. Matsalyshenko and Pfc A. Isayev--all this was used to develop firm driving skills.

Based on the initiative of the communists, technical conferences and quiz games began to be held in the battalion and training films were regularly shown. I would especially like to talk about the trainer. It is used during each class and during self-study time for holding contests for the title of the best specialist. This excites the interest of the fighting men and evokes a desire to imitate everything valuable in their comrade. Sgt A. Solov'yev and Jr Sgt A. Sholokhov win more frequently than the others. Their experiences have been recounted more than once in technical bulletins.

Such slogans as "Complete interchangeability in each crew," "Daytime norms at night," "For tanks and weapons one and a half or two maintenance periods," and others have found broad support among the subunit's Komsomol members.

Various forms of encouragement and moral stimuli are skilfully used in subunits to maintain a combat mood and a continual spirit of competition. Monthly, the red flag is raised on the parade ground at a solemn ceremony in honor of the company which is the winner in the competition. The collective, headed by Sr Lt V. Romanchenko, has been honored several times with this high honor. A temporary banner is entrusted to the best platoon, crew and specialist. Special editions of operational news sheets and wall newspapers are devoted to excellent soldiers. It is difficult to list everyone who has repeatedly made his troop collective happy by high indicators in training. It suffices to say that Capt V. Osipchuk, Sr Lt A. Babenko, Lt A. Yakushev, and Pvt I. Davletmuradov have been awarded valuable gifts by Marshal of Soviet Union K. Moskalenko, the deputy minister of defense of the USSR. Sgt V. Alyabushev and Sr Sgt A. Gorenko have been rewarded with valuable gifts from the unit commander. They warmly speak about Sgt A. Nikitenko and Pvts E. Gevorkyan and A. Kushmuradov in the subunit. They are proud of them and compare themselves to them during training and work.

Great attention is paid in the battalion to the formation of sergeants, the teamwork of crews, and interchangeability. It is characteristic that any question and any problem in the collective is solved with great interest in the success of each taken separately and of all taken together. "One for all and all for one"-- this slogan most characteristically reflects the mutual relations which have been formed in the battalion. It is not by accident that each one here values the authority of his army family and the family is not indifferent to the fate of each tanker.

... Gun shots thundered on the range day and night. The scheduled examination on combat maturity was taking place. The regiment's personnel were demonstrating the combat skill born during summer training. Tank commanders and gun layers were performing one of the complicated tank firing exercises. The mechanic-drivers were showing their proficiency, overcoming obstacles in the neighboring section on the tank range's routes.

The regimental commander, the deputy for political affairs and the secretary of the party committee watched the actions of the tankers. They compared the results of the subunits competing with each other and analyzed what had been achieved. The fighting men in the company, where Sr Lt V. Romanchenko is the commander, and those in the other subunits of Capt A. Nikolayev's battalion have reaffirmed their excellent training.

The personnel of the battalion which Maj P. Gayduk commands do not lag behind them. Based on indicators from a recent tactical class, it even excels its experienced rivals. All this inspires confidence in the fact that the men are coping with the obligations they assumed in honor of the October jubilee and that the complicated tasks, defined by the summer training period program, will be successfully solved. The competition for an excellent knowledge of weapons and combat equipment and their skilful mastery and for a further increase in vigilance and combat readiness is continuing. All tankers as one person are filled with the determination to keep their word--to bring the regiment to the ranks of excellent ones and to greet the glorious 60th anniversary of the Great October Socialist Revolution in a fitting manner.

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#### Tank Battalion Training Activities

Moscow KOMMUNIST VOORUZHENNYKH SIL in Russian No 17, Sep 77 signed to press 19 Aug 77 pp 53-54

[Article by Maj I. Vashchenok: "Excellent Training"]

[Text] The tankers will remember the tactical class for a long time. The majority of fighting men demonstrated excellent training during it; however, the over-all success of the collective was lowered by the disappointing slips of a mechanic-driver, Pfc V. Ilyushev. While crossing a treadway bridge in the tank, the soldier made serious mistakes and violated safety measures.

Based on the advice of the battalion commander, the secretary of the party organization suggested that the communists discuss the question of the tankers' special training at an open party meeting.

The commander gave a report at the meeting. He emphasized that the mistakes of Pfc V. Ilyushev and some other specialists were possible because oversimplifications and excuses were permitted during driving classes and because training sessions were conducted listlessly and uninterestingly. The competitive element was not introduced into them.

Speaking during the debates, Capt E. Kuznetsov, Sr Lt G. Krashenninnikov and others made suggestions on how to raise the level of special knowledge, strengthen the men's practical skills and make better use of each minute of training time. The communists' discussion about responsibility for the job entrusted, about party principles in eliminating the deficiencies noted by the commander, and about the call of the CPSU members to raise the effectiveness and quality of the training process and the effectiveness of the socialist competition to greet the 60th anniversary of Great October in a fitting manner was received cordially and in a business-like manner. The question was raised at the meeting about the poor work of the technical circles in which classes were conducted on a hit or miss basis.

The meeting noticeably increased the communists' activity. They energetically began to implement the decisions. On their initiative, which was supported by the commander, quiz games, evening question and answer sessions devoted to tank driving peculiarities and discussions of materials on new items in foreign and domestic armor technology, which were published in the military press, began to be held. The work of the technical circles in the subunits was set right. Training films on crossing obstacles on the tank range and short films on military technical topics were shown regularly to the men during the evening.

Of course, the commander and the men understood that problems would not be solved by these measures alone. They concentrated their main attention on conducting classes and training sessions in a qualitative manner, on organizing mutual help, and on spreading the competition on tasks and norms further. The primary efforts of the party organization were made in these sectors.

In struggling for high quality training of the young mechanic-drivers, the communists took care that excellent soldiers in training were assigned to those lagging behind. Crew and platoon commanders, when they were organizing socialist competition during classes and training sessions, began to devote special attention to expanding the battle for an excellent knowledge of the vehicle's components and their skilful operation.

The efforts of the commander and the party organization were not slow in having an effect on the fighting men's practical work. Their technical training grew noticeably. Theoretical knowledge became deeper and practical skills in operating the combat equipment became firmer. The battalion confidently continues to build up success during summer training. The

tankers are filled with the desire to confirm the rank of an excellent collective and to achieve new successes in combat and political training. The socialist competition to greet the 60th anniversary of Great October in a fitting manner is acquiring ever broader dimensions with each day.

In reflecting on the facts given above, you begin to think about what helped the battalion's communists to achieve convincing results. You come to the conclusion that the main success, ensuring the success of the task, was specificness in the work of each party member and candidate and of the party organization on the whole. The demand from the communists for their practical contribution to solving the tasks facing the subunits is now stricter in the party collective. The responsibility of all CPSU members for the collective's success has been raised. Much has been changed in the party organization's work planning practices and in the way the communists carry out party assignments.

Let us take as an example Sr Lt V. Dvoretzskov. He is a mechanic-driver first class and excellently manages the duties of any crew member. As secretary of the company party organization, he skilfully directs the combat nucleus of the collective and continually works with the fighting men on an individual basis. For a long time he looked after Pfc V. Ilyushev and achieved the desired result. The soldier entered the ranks of excellent soldiers in training. He carries out his socialist obligations diligently. Now he, himself, helps the young mechanic-drivers, Pfc N. Karelin and V. Vinogradov to master tank driving skills.

The communists, Sr Lt A. Kovalenko and Lts A. Glazov and D. Medvedev are leaders in conducting "firing" evenings and contests for first place among the crews and platoons in performing combat training tasks and in exceeding norms. On their initiative, an interesting evening session was recently held. It was devoted to the knowledge of a tank weapon and its firing rules. Experts on accurate firing, Sr Lt G. Krashennnikov, Sgts, O. Shmelev and S. Simonovich, Pfc I. Katkov and V. Sandzhiyev, and others spoke during it.

These measures contribute to instilling in the men a love for the combat equipment and their personal weapon. They are enriched with progressive methods for their practical mastery.

The battalion's excellent ratings in firing standard rounds, the great successes in driving and in other training subjects, and the high white heat of the competition to greet the 60th anniversary of Great October in a fitting manner serve as the best proof of the usefulness of these measures.

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